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ABSTRACT

This handbook presents materials designed to assist teachers in meeting the needs of primary school children in multi-graded classrooms. The handbook is divided into two parts. The first part consists of the following sections: (1) the multi-graded school; (2) strategies for multi-graded classrooms; (3) oracy--listening and speaking; (4) language development for the English as a second language (ESL) child; (5) reading; (6) writing; (7) spelling; and (8) learning centers. The second part--themes and extra ideas--contains an outline on how to plan a theme, and samples of three themes (toys, Noah's ark, and families of long ago). Appendixes include 12 research findings about learning, an analysis of N.W. Sundbye's 25 elements, footnotes, and an 11-item bibliography. (MM)

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LANGUAGE ARTS HANDBOOK

for Primary Teachers in Multi-Graded Classrooms

South-Central Region

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Language Arts/English
Handbook for Primary Teachers in Multi-Graded Classrooms

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LANGUAGE ARTS/ENGLISH
HANDBOOK FOR PRIMARY TEACHERS IN MULTIGRADED CLASSROOMS

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PART I

Multi-Graded Classrooms

PART I

PREFACE

This handbook is intended to assist teachers in meeting the needs of primary children in multi-graded classrooms. Although most of the materials presented have been tested in the classroom, teachers are encouraged to adapt them to the needs of their students and to their own instructional styles.

The book was compiled as a result of the work of Beverley Smith, Consultant, South-Central Language Arts Project, after many classroom visitations and consultations with teachers in the region.

Because the handbook is written to support the English/Language Arts Curriculum Guide (1982), teachers are encouraged to study the guide in -depth before they try to use the suggestions contained herein.

A sincere thank you is extended to all the teachers who participated in the project and shared their ideas so willingly.

A special thanks is extended to Mr. R. R. Partridge for his assistance throughout the project.

THE MULTI-GRADED SCHOOL

Teachers in multi-graded classrooms have interesting, challenging and at times, frustrating roles. Those in the rural settings, have one foot firmly planted in a traditional community and the other reaching for the future. It can be a precarious position. No one can minimize the difficulties inherent in this job. However, the very nature of the teaching assignment is what gives it its strength.

> "The strengths of rural schools are directly related to their small size. Teacher-student familiarity, individual attention, student participation in school activity and governance, program flexibility, community support, and parental involvement represent several strengths often observed in rural schools. These and other characteristics either exist or are available to most rural schools. The degree to which they are successful is often reflected in the institutional management and operation of the school's curriculum."1

Research, on the effectiveness of small schools, has revealed several significant points (See appendix I). Most studies have found that students in multi-graded classrooms do as well on test scores, as students in "traditional" settings. Secondly, but of equal importance, is that students in multi-graded classrooms feel better about themselves and have more positive attitudes toward school and learning.

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1 See appendix for footnotes.

Some observable strengths in multi-graded classroom are:

(a) Teachers get to know their students better because they teach them for several years.

(b) Because the teacher has taught students previously, there is less delay in finding out where to place or how to pace learners.

(c) Children learn with their community peer group. Classroom friends are also community friends.

(d) Teachers can plan for a two or three year period.

(e) The extended time frame allows for greater depth of concept development.

(f) Because students overhear lessons at various grade levels, they begin to see some continuity in their learning.

(g) Because students share the teacher with other grades, they learn to take more responsibility for their own learning.

1. Factors To Help Ensure A Successful Program

Several factors contribute to the development of a successful program. Such conditions as the type of program, number of special needs students, quality of parental involvement, school spirit and program support systems have been researched. The most important factor, however, is the teacher's commitment to provide appropriate programs for students.

2. Planning

(a) Long term planning - Because it isn't always possible to cover all elements of a curriculum every year, written plans should include those areas that are to be covered in years one, two and three. When teaching multi-grades, a format might look something like this:

1985			1986			1987		
L.A.	Other Subjects	Org. Strat.	L.A.	Other Subjects	Org. Strat.	L.A.	Other Subjects	Org. Strat.

Particular atttention should be given to the integration of Language Arts with other subjects such as social studies, mathematics, science and health, as well as to organizational strategies. A teacher should use the curriculum guides to complete the plans.

All goals for this level of planning are long range and need to be stated in general terms. The grade three Social Studies Curriculum Guide (page vii) suggests how to block time for grades 3 and 4, over a two year period. In the Science Curriculum Guide, there is the heading "Interdependence and Interaction Among Organisms" which is found in the first science unit in all grades, from kindergarten to grade six. This theme is to be covered every year and can be taught to combined classes to develop general concepts. However, each grade must be given specific assignments.

Records of long term plans are helpful to teachers who are new to an assignment. If they are available, the teacher can see what has been covered and what remains to be taught. The main reason for this plan is to ensure coverage of the curriculum.

To cover the Language Arts Curriculum, literature, such as short stories, myths, fables and poetry, should be taught every year. However, because teachers may have students for more than one year, they should avoid repeating selections by choosing new or more sophisticated ones each year over a two or three year period. In addition, one should consider making specific long range plans for the alphabet, dictionary skills and for the writing of such forms as limericks, haiku, reports, letters, notes and book making.

Planning for organizational strategies, on a long term basis, permits the teacher to prepare activities which are directly related to identified curriculum content. In year one, the teacher may wish to organize activities such as special learning centers, or in year two, arrange a peer tutoring system. For help with this planning see sections on Peer Tutoring and Learning Centres in this handbook.

Initially, long term planning may be difficult and time consuming, but this model allows one to prepare a better program.

(b) Yearly planning - After long term plans have been developed, divide the first year into semesters or terms that correspond to the reporting periods in the school. While taking into consideration instruction that would be appropriate for each season of the year, decide on the sequence of the units to be taught. Lists of supplies and materials should be made.

A year long plan should also include statements of intended activities and organizational strategies such as the following:

- Integrate a special needs child into a regular class by planning appropriate programs and by introducing disability awareness into the classroom,
- Establish better relations with the community by bringing a visitor into the classroom each month,
- Provide a positive learning experience for students by giving them immediate feedback about their class work and by using a more comprehensive evaluation system,
- Provide more independent reading time with a daily U.S.S.R.

The following outline will help to organize a yearly plan.

	SEPTEMBER TO CHRISTMAS		CHRISTMAS TO SPRING BREAK		SPRING BREAK TO JUNE	
Grade	Content	Activities	Content	Activities	Content	Activities
1						
2						
3						
Materials						
On-going Processes						

Planning can become quite detailed within this format. The areas of content, activities, materials and ongoing processes must be identified. If space is a problem, use one page per grade or a wall chart. At the bottom of the chart, jot down materials (audio visual, print) and human resources required from outside the classroom. Leave room to make adjustments as the year progresses. Decide upon units or themes to be presented to the entire class and ones that will be specifically presented to each grade.

(c) Weekly - daily planning - Detailed plans, including objectives, must be made for each day of the week. These should include teacher directed and independent learning activities. Indicate assignments to be done. Block in any special activities that will occur. In planning, leave room for flexibility. Each plan should start with objectives. See the Language Arts Interim Guide pp. 31-7.

Each day, teachers should determine whether the pacing of their lessons is on target with their weekly plans. They should decide whether objectives for lessons are being met and if remedial teaching needs to be done. For example, should students re-read a story or do they need one more lesson on a specific skill?

For a daily plan, divide a page in the day book into at least three columns or into as many columns as needed. An example follows:

TIME	GROUP A	GROUP B	GROUP C
9:00 to 9:20	Total group - activity		
9:20 to 9:45	Independent work - extensions of previous lessons.	Teacher directed activities.	Follow-up from previous lessons.
9:45 to 10:00	Teacher directed - activity.	Follow-up work.	Independent - work.
10:00 to 10:30	Follow-up - work.	Independent - work.	Teacher directed activities.

The chart is to be used for planning purposes and to record independent, teacher directed, and follow-up activities.

Plans can be modified at any time; for example, groups may need to be combined for a common purpose or a topic may have to be presented to an entire class. Independent activities may include the use of books for reading, topics for writing, arrangements for small group work and assignments for centers.

3. Professional Development

Teachers have a special responsibility to keep informed of current trends in the field. In order to accomplish this, they must avail themselves of relevant in-service programs, human resources exterior to the division, and professional courses. Teachers should engage in professional reading.

4. Outside resources

Rural people, parents particularly, are so close to most of the activities connected with the school, they can be encouraged to become involved in a variety of ways. For example, they may read to students, tape stories for listening centers, participate in interviews, moderate panel discussions, listen to individual students read or help with a puppet play or a poetry presentation. Teachers should invite people to class, not only to help teachers but also to acquaint them with what is happening within the school. One of the strengths of the rural multi-graded school is the potential for community involvement. Like all good instruction however, the involvement of outside resources must be carefully planned.

STRATEGIES FOR TEACHING IN MULTI-GRADED CLASSROOMS

1. General Strategies -

How does one teach reading, writing, listening and speaking to every child in a multi-graded classroom and cover as well, all other subjects in the curriculum? It is a difficult task but with careful planning, it is possible. Good organizational techniques help, but sometimes, it is hard to teach all aspects of the curriculum to all grades every year. The Grade 3 Social Studies Curriculum Guide contains suggestions for covering all grade 3 and grade 4 material in two years, by combining units for these two grades. If this suggestion is adopted, teachers must be careful to ensure there is continuity in the content. This can be done with other grades and in other subject areas as well. One may use this plan in a grades 1 and 2 combined classroom or in a room with six grades, grouped as follows: grades 1 and 2, 3 and 4, 5 and 6. This provides for three groups in a room instead of six. However, for specific skills, smaller groups are needed.

The curriculum is a guide and although it is designed for single-graded classrooms, it should be adapted to the needs of all students. Hence, in a multi-graded classroom, a teacher should view the curriculum, not as a program to be studied in grades 1, 2, and 3, but as content to be covered in the primary years.

When given the opportunity, students will work well independently. A teacher may assign a group of students, after they have received instruction, to a special area of the classroom for 15 or 20 minutes to discuss topics and record observations related to the lessons. When they rejoin the rest of the class, a teacher can help them consolidate their findings. Many oral questions asked in guidebooks can be handled in this manner, particularly from grade 2 onward.

Children may read a story and discuss elements of it before it is introduced in class. This strategy isn't recommended for every story. Begin with one story a unit or one story a week. Assigned work may include questions related to comprehension or specific skills such as vocabulary, punctuation, contractions and capitalization. A group could also be asked to find and record three literary aspects found in a poem or story.

Contract teaching, particularly during the latter part of the year when most skills have been taught, is a valuable tool. To write up a contract, a teacher may obtain ideas from guidebooks, curriculum guides and other resource materials. Work on contracts will permit students to pace themselves. As early as grade one, simple contracts may be used with literature such as nursery rhymes. This is another way to encourage students to work independently.

Some of the strategies previously mentioned,may be used to teach reading. A teacher doesn't have the time to hear every child read every day but children can listen to one another, either in peer or cross-age groupings (see section on grouping). Two children can make a group. However, the objectives for this should be purposeful and more than merely to free the teacher. Determine beforehand, whether students are to pre-read the story and prepare it for presentation, or if they should read the story for the first time, for general impression, vocabulary and word recognition. The purpose for reading should determine the type of grouping to be formed. As the week progresses, students should be encouraged to select and prepare a "Friday" story. The teacher may also ask individuals from a specific grade, say grades 5 and 6, to read this story to a group or to the entire class. The primary objectives are to develop a desire to read and to give plenty of practice in reading. Hence, from the beginning, students should read all kinds of print ranging from chart stories, library books and poetry, to the written work of their peers.

2. The Only Child in a Grade

Having only one child in a grade is frustrating and difficult for the teacher, students, parents and especially, the child. The traditional way to address the issue is to place the student at the assigned grade level in reading and maths, and group the child with higher or lower

grade students for the rest of the subjects. Another way to deal with this, is to use the thematic approach, mainly to provide suitable group activities in reading, writing, and spelling and to assist with vocabulary and concept development. The student must be placed with others to give practice in listening and speaking.

3. Physical Layout of the Classroom

The physical layout of a classroom can have implications for instruction. The arrangement of the room may present a problem for the development of oral language, particularly when desks are arranged in rows with each grade assigned to a row. This traditional setting may be good for whole class instruction, reading aloud to students and for viewing films and film strips. However, in presenting lessons, flexible seating plans are a great help. Reserve an area of the classroom where students may go to receive specific lessons. The advantages of this are as follows:

(a) Undivided attention is more easily obtained because students soon learn that they are there for concentrated work and are expected to attend.

(b) Students realize it is their time to be with the teacher.

(c) This area separates the teacher and the group from the rest of the class and physically restricts students from entering or interrupting.

(d) All materials and supplies can be kept in one location (chart paper, markers, books, guidebooks, paper and pencils).

(e) Seatwork can be explained and assigned to one group at a time.

(f) Acceptable movement and change of pace is provided. Primary children should not be expected to stay in their desks for extended periods of time.

This special teaching area may centre around a table at the back of the room, or a rug at the front of the room. It can be segregated with book shelves and portable chalkboards or it can be left open. "The process by which physical settings are structured is in many cases, a more powerful influence ... than is the actual shape of the structure."2 When students share in the planning for the organization of the room, they understand its purpose. This involves students and gets their opinions about where they would like to be when they read, write, listen, do research and/or assignments. Creative teachers use classroom space to their advantage. With imagination and planning, even the most cramped quarters can become pleasant and functional. For more ideas see Thorn and Braun Ch. 22.

4. Developing Student Independence

One of the overall objectives of education is to help students to become independent, self-directed learners. From early years onward, it is essential to encourage students to take control of their own learning. One of the strengths of the multi-graded classroom is that students have the opportunity to become independent workers simply because teachers haven't the time to always be available. The

following techniques help students develop independence:

(a) Prepare students by explaining how the organizational system of the classroom operates.

(b) Tell them you will be working with a group and that other students will be busy doing assignments.

(c) Assignments should be written on a chalkboard or chart for all to see.

(d) Make sure students understand how to seek solutions to problems that arise; for example, save questions for later or ask someone else for help.

(e) Assign peer tutors to whom students may go for help. Explain that any requests must not interfere with others who are working.

(f) Discourage unnecessary interference. An idea might be to use a clock with the hands set to show when one is available to help. The clock will help reinforce students who are learning to tell the time.

Teachers in primary multi-graded classrooms are busy people. Out of necessity, they must provide independent work for all students other than those with whom they are directly working. Often, a complicating factor is that at least one group is made up of early primary students who are not able to do some types of seat work independently. Independent work should be within the ability levels of the students. It should facilitate practice in the skills and the examination of concepts, and be tied to instructional objectives.

Clear directives are important. Whether given orally or in writing, directives can help to remove the uncertainty associated with the following: (a) being unable to do the work, (b) doing work incorrectly and therefore having to redo it later and, (c) having to

interrupt the teacher for assistance.

5. Assignments

Daily or weekly work schedules can be helpful. They can be recorded on the chalkboard or on chart paper. Any chart must be simple, easily understood and visible. It should help students to visualize their daily workload and give them a sense of continuity, pacing and independence.

Students can be involved in planning their work. Assignments for the week should be discussed and some understanding reached on what is to be accomplished within the next five days. These should be recorded on the board or on each student's personal planning sheet.

6. Peer Tutoring

Peer tutoring is an acceptable teaching/learning method used in most multi-graded schools. It has merit for the student tutor and for the learner. It can be less threatening to a student who receives help and it gives the tutor an opportunity to practice skills and master content. This method requires the approval of all participants. A significant factor is that the teacher must be confident that students can learn from one another.

A structured peer tutoring model does have specific goals and objectives, materials, content and an evaluation component. Examples:

(a) Grade 4's prepare listening exercises, using stories and poems, to read to grades 1 and 2.

(b) Older and younger students are paired to read to one another.

(c) Older students are paired with younger ones for projects and activities (A science fair project where the older students help with printing, spacing and diagrams would be an example).

(d) Younger students dictate stories to older students. The older students ensure that the story makes sense and has a sequence. They then print the story in an exercise book, with correct spacing, punctuation, capitalization and spelling. This book becomes the younger student's personal reader. During the next class, the younger students read the story back to their "editors". (The teacher would have to train the older students in appropriate questioning techniques and language experience recording skills).

(e) Pair students for discussion groups to employ language and develop concepts. These concepts are to be shared later with the whole group.

7. Unstructured Peer Tutoring

This model would be used when the objectives and content are not so specific. It is most helpful when the teacher is occupied with a group and is not available to answer questions or give help. The peer tutor can do the following:

- help other students with spelling, or mathematical facts,
- help E.S.L. students with vocabulary,
- keep a student on task, helping them to ignore distractions,
- give praise and encouragement,
- help to verify answers,
- play learning games.

One stumbling block is the concern of parents that the child tutor is losing valuable learning time by helping someone else. Teachers must inform all parents that this practice is valid. "He who teaches -

learns ... No study has been found which reported a negative effect (for either tutees or tutors) in reading achievement and self concept."3

ORACY - LISTENING AND SPEAKING

Developing good listening and speaking skills must be a major part of the language arts program. It is also important to teach students to be discriminating (to know when to speak and when to listen), for of all the skills a student is exposed to in his school career, the ones he will likely use the most are listening and speaking.

The Early Years Language Arts Curriculum has a good section on oral language which includes both speaking and listening. It is recommended that all teachers read this section carefully.

Many suggestions in this section can be used for whole class activities in multi-graded classrooms. Appropriate grade and group activities should be organized when specifically needed.

1. Listening:

To set up a good listening program, the following is suggested:

- Provide meaningful listening activities.
- Avoid being repetitive, inconsistent or confusing and develop a pleasing speaking voice.
- Give students a purpose for listening.
- Be a good listening model. The curriculum states: "Children who are listened to are more likely to listen to others."
- Place a high priority on good listening habits.
- Give students an opportunity to listen to a variety of sources: teachers, other students, tape recordings, records, dramas, choral speaking, guests and ordinary classroom sounds.
- Involve students in determining what characteristics make a good speaker and a good listener.

- Arrange the classroom to facilitate oracy. Desks and tables should be moveable.

- Teach listening to develop higher level thinking skills. Students must listen for inference, to compare and contrast, to evaluate, to empathize with story characters, to be able to detect reality from fantasy, and to use verbal clues for problem solving. Listening for recall is only one aspect of a good program.

- Evaluate listening through teacher observation. A checklist will help to keep a daily record of student involvement in both speaking and listening.

Example

	CRITERIA	Student's Names							
Teacher observation of students behavior.	listens to conversation								
	listens to group discussion								
	listens to lecture presentation								
	listens for recall								
	listens to instructions								
These behaviors can be evaluated by student behaviors transcribed into paper and pencil tasks.	listens for sequence								
	listens for inference								
	listens for clues in problem solving								
	listens to evaluate								
	listens to compare and contrast								

Note: Teachers should select their own list of criteria. The above is a suggested sample only.

2. Games and Activities for Listening

(a) Give the students a piece of paper. Instruct them to follow oral directions such as:

Put your name at the top of the paper.
Draw a ball at the bottom of the page.
Put a blue square in the middle of the page.

Start with single statements and as the student becomes more proficient, the number of instructions may be increased. (This will test listening and recall).

(b) On occasion, have students take home oral messages.

(c) Ask students to summarize yesterday's assignment for an absentee.

(d) During the last five minutes of the day, ask students to briefly relate the day's activities.

(e) Have students conduct interviews as often as possible.

(f) Tape various skill and content based activities for individual listening. A variety of voices is recommended such as a teacher, an older student, a teacher's aide, or someone in the community. The voice chosen should be clear, well modulated, and pleasant sounding.

Taping Suggestions:

- In literature, tape stories, poems and read-a-longs.
- In phonics, prepare a tape of paired words. The student has a numbered page. After each set of words the student writes "yes", if the words are the same and "no", if they are different.
- Tape a list of words. Have the student write down the initial or final consonants.
- In mathematics, give students a piece of paper divided into sections. Tape instructions such as, put 3 flowers in the first box and make 6 balls in the 2nd box.
- Have students record answers to a tape of addition, subtraction and multiplication facts.
- Tape story problems and have students record answers.

3. Speaking:

Speaking is the expressive component of oracy. The curriculum guide is a good reference. Good listening is dependent upon good speaking. To set up a good speaking program the following is suggested:

- Have a purpose for speaking.
- The teacher should be a good model.
- Speaking skills must be taught.
- Speaking is developmental and must be practiced.
- Room arrangement should enhance good speaking skills.
- Students need to know that good speaking skills are useful.
- Students need to know that a high value is placed on effective speaking.
- Students must have the opportunity to speak to a variety of audiences: student-to-student, student-to-teacher, student to whole class, and audiences outside the classrooms.
- Evaluation of student speaking skills must be ongoing.

With the help of the class, develop a list of criteria that will help both speakers and listeners. This list would then be used for evaluative purposes. Some suggested criteria are:

- Does the speaker have a purpose?
- Were the points clearly stated?
- Did the speaker use good examples?
- Was the presentation well sequenced?
- Did the speaker use complete sentences?
- Did the speaker command the attention of the audience?

- Did the speaker stick to the subject?

- Was listening to the speaker enjoyable?

4. Activities for Speaking

A few practical ideas for listening and speaking are:

- Have students read their own written work to the class. This is followed with a question or discussion period.

- Have a student select a story and prepare it for presentation to the class. The class then does a writing assignment based on the story.

- Pair students and ask them to sit back to back. One student is given a simple picture to describe to his partner without telling what it is. The other student has to draw the picture. If it is a picture of a ball, a student might say, - "It is round." "It is about as wide as my hand." "It has a stripe around the middle."

- A teacher or a student reads a story but omits the ending. Students must complete the story orally.

- During or after a story ask how some character feels and why.

- The teacher should always check the extra activities in any publisher's program. Usually, there are excellent ideas for speaking and listening in the teachers'guide.

- Some writing activities may be used for small group discussions.

- A student or a teacher may read a set of directions while the other students try to follow them.

- The teacher poses a problem and students verbalize solutions; for example, the teacher says, "You are home alone and you get a glass of milk." "The glass slips out of your hand and breaks." "What will you do?"

LANGUAGE DEVELOPMENT FOR THE ENGLISH AS A SECOND LANGUAGE CHILD (E.S.L.)

Language can be the foundation upon which a child builds his life. It enables the children to attach meaning to their world and that meaning is used to interpret and expand upon other experiences. The E.S.L. child comes to school with language but he does not have mastery of the language of instruction. Children who have proficiency and a literary background in their first language, make significantly higher gains in English than those who have not had experience in using language for academic purposes, or who are semi-lingual.

From their initial encounter in the English school, E.S.L. students must be exposed to a "whole language approach" and they must hear the flow and intonation of the English language. To merely supply a single word to an object or activity is labelling or name calling, nothing more. If, for instance, the word "desk" is attempted, it is better to expose the child to the use of the word in context, using pictures, experiences, intonation and gestures to establish vocabulary and meaning. The word in isolation does not necessarily mean anything. Language must be tied to meaning. Unless one starts with meaning there is no motivation and therefore minimal learning.

For the E.S.L. students, the first encounter with print should be sentences and stories taken from their own English usage. Because so many pre-primer readers use a controlled vocabulary, they hold very little meaning to the E.S.L. child who has a limited vocabulary with which to fill in the gaps or

read between the lines.

A workable technique is to use chart stories, poetry and rhymes that children have learned by rote. Print them in a 'big book' format. From this, the children learn to recognize words in print, and discover that printed words convey meaning. Then, these stories can be printed into student-made books. Students can progress from there to readers and publishers' books.

In selecting published books, the teacher should try to acquire ones that are as close to a language experience format as possible. As students acquire more sophisticated language more difficult reading selections can be chosen. It is at this point that the E.S.L. child should also be exposed to idioms that are so prevalent in the English language.

The major difference between teaching an English speaking child and an E.S.L. child in the initial stages of reading, is that the E.S.L. child is learning the vocabulary, syntax and semantics of English almost simultaneously with the recognition of the printed English word. There must therefore be even more language experience activities used with the E.S.L. child than would be used with the English speaking child. The difficulty is that often the initial language experience approach (LEA) creates reading materials that are limited, repetitious and have poor syntactics. The teacher should not have the students practice these flawed passages but change the passages to make the material more correct.

It is recommended that the teacher use concrete, meaningful motivators to develop oral language, using correct models for vocabulary, syntax and semantics. For example, the teacher shows a picture or an object saying, "What is this?" If the student does not respond, the teacher says, "This is a car." Repetition at this stage is very important. The oral reinforcement is crucial. Whenever possible allow the child to handle the object. When this concept has been established, it is time to transfer to print. The frame sentence, "This is a .....", is prepared. The object is to get the students to recognize the important words while being exposed to the total sentence. Word cards for nouns and verbs can be prepared for students to practice forming sentences. When this stage is firmly established, oral language has been started, and the students are beginning to develop concepts and recognize words. The teacher can now move to chart stories. Ask, "What do you want to say about this picture or object?" The teacher writes down the dictation. The teacher reads the story to the students. The teacher and students read the story together, then a student reads the story to the teacher. Students may also read to one another. Lessons on words, phrases, sentence matching, phonics, reading skills, penmanship and cloze procedures can be taught from the chart story.

The format for a whole language or a language experience approach with E.S.L. students is as follows:

- Stimulus,
- Vocabulary in context,
- Repetition,
- Print,
- Follow-up,

- Review.

Peer tutors can be used most successfully with E.S.L. students. Other students in the class should be encouraged to help with language development. Their work with the reinforcement of oral language and the follow-up activities from the chart stories can be invaluable.

For those teachers who have E.S.L. students, it is imperative that they have as a resource, the Early Years Curriculum Guide and the curriculum support series, Elementary Language Development Handbook For Students With Limited Proficience in English. Both are available from the Manitoba Textbook Bureau. Another source is the Manitoba Textbook Catalogue which has a section called E.S.L. materials.

READING

1. Comments on Reading

Reading, attaching meaning to the printed word, has traditionally occupied students for a large portion of the school day. In reviewing the literature on reading, several major points become obvious:

(a) Students must have a purpose for reading.

(b) Primary children do most of their reading in readers from a publisher's series; however, for variety and personal growth, children must read beyond the basal readers and primary children especially, must read their own language via chart stories and personal stories in all subjects.

(c) Some teachers may consider correct placement in a reading program and the passing of a reading test, as essential for reading success. The basal reader or the language arts series simply will not provide sufficient depth and variety for extended reading but should be used as core organizers for a program. Enrichment and extended reading are necessary.

(d) Students must be introduced to good literature. They must read and listen to good stories and poetry.

(e) The quantity and quality of additional reading material is critical. Teachers must continually build the reading library and avail themselves of other library sources: local community libraries, libraries of other schools in their division and the Manitoba Education library. (A valuable asset when ordering books is the manual IV, 83, Literature Appreciation in Language Arts, A Guide for Grades K-8. This is printed by the Instructional Media Services).

(f) The school should subscribe to good magazines that contain poetry, short stories, content articles, songs and activities: such as, Early Years, The Instructor, Highlights and Chickadee.

(g) Teachers should know the entire curriculum well enough to order books, magazines, and support materials useful in curriculum areas other than language arts.

(h) Students must have time to read. U.S.S.R., research time, and reading for pleasure, must be scheduled.

(i) The language of a story must be established first. Establish a background before presenting a story to the students.

(j) Reading should extend beyond the classroom.

(k) The rapport and trust established between the teacher and the students, is a crucial factor for a successful program.

In the multi-graded classroom it is best to begin each reading lesson with a class discussion on the topic to be explored. This session should be used to set a purpose and to develop concepts and vocabulary. Ideally, after discussion time, each group or grade would then be assigned to read, write, or do activities that are related to the discussion topic. Teachers often express a concern that this model encourages the smarter or the more verbal child to dominate a discussion at the expense of others. This may occur, but students are frequently listening and absorbing information that prepares them for future lessons. In addressing these issues Canady states: (4)

> "More and more educators are discovering that adherence to a sequential, skills - based reading program does not necessarily produce readers, and may in fact interfere with readers' ability to comprehend what they read. To these educators I offer a few simple suggestions.
>
> - Allow readers to read a meaningful story all the way through, unassisted and uninterrupted. Encourage them to substitute words, make logical guesses, regress to correct unknown words if necessary and to feel free to skip words. Tell them they will be asked at the end of the story to tell everything they remember about what was read.
>
> - Make dictated stories, experience charts, and book publishing an ongoing part of reading instruction ... Once readers have lost the purpose of reading, which is to gain meaning from print, the teaching of reading skills out of context is a waste of valuable teacher time.

- Treat children as readers when they enter school. Assure them when they read labels, signs, cereal boxes, store names or advertisements that they are reading. Think of reading instruction as an expansion of what children are already reading.

- Through the use of meaningful reading materials, allow the children to learn the skills of reading as they read, not in order to read. Allow reading to be a natural extension of the learning process and language development which was begun by the child long before entering school. Realize that reading is comprehension. Without comprehension there is no reading."

When using a language arts series, the following is suggested:

- The guidebook or manual should be used only as a resource.

- Before starting a lesson choose activities and selections from the manual that are appropriate for the lesson. It is not necessary to follow every story in the sequence presented.

- Items in the guide, readers and workbooks should be selected to promote language growth. They must be meaningful.

- In selecting stories consider the following:

  Is the story interesting and relevant?
  Is the story predictable?
  Is the language in the story natural?(Do not use stories where the language is artificial or fragmentary).
  Are the illustrations supportive?

- Teachers can also cut out stories from old readers and make booklets out of them. Paste stories on reading cards and use them as a reading resource.

- While the transition from an older language arts series to the newer one may present difficulties associated with change, it also has advantages in that a teacher can retain what is good of the former approach and incorporate those strengths into the new one.

- Formative evaluation based on teacher observation, should be used for diagnostic purposes.

- Summative evaluation, which is information that is collected over a period of time, should be based on comprehension strategies and not solely on isolated skills. This is often used for reporting purposes.

- Teachers should not rely only on published reading tests but should sharpen their observational skills and develop their ability to listen to a child read for evaluation purposes. Tape samples of the oral

reading of individual students and practise evaluating them. Information obtained over a period of time, from careful observation, is considered to be one of the best ways to evaluate a student.

2. Purposeful Oral Reading

Silent reading for comprehension and understanding, should be stressed in any reading program. However, there are some reasons for teaching oral reading such as the following:

a) to improve speaking: enunciation, pronunciation, tone and expression,

b) to model good reading,

c) to diagnose strengths and weaknesses,

d) to entertain and motivate,

e) to hear the sounds and the rhythm of the language,

Round Robin reading is of questionable value. Its excessive use should be discouraged for it may well interfere with the development of positive self concepts and good silent reading habits.

Some suggestions for oral reading activities are as follows:

(a) Have good readers read aloud to the class as models to copy. Be sure to give students time to practice reading beforehand.

(b) Ask individual students to read aloud or tape selections for diagnostic purposes.

(c) Have students read orally to:

- verify facts,
- locate specific details,
- practice reading with expression and intonation,
- determine sequences,
- stimulate discussions,
- verify opinions,

- correct oral and written answers.

(d) Prepare students to read to an audience by doing the following:

- select an item or story unfamiliar to the other pupils, for a student to read to the class, after preparation and practice,
- read parts of a story,
- practice play reading and drama (a narrator and several pupil parts),
- have students read orally to answer questions posed prior to silent reading,
- have students prepare stories and items beforehand and ask them to tape them for future listening activities.

3. Reading Schedules

Most teachers have a reading schedule for each grade. Children like to know what is expected of them. A daily schedule may be written on the chalkboard or printed on a chart. The following is a sample:

Group	1st 20 minutes	2nd 20 minutes	3rd 20 minutes
I	Developmental reading with the teacher	Follow-up work	independent activities
II	Independent activities	Developmental reading with the teacher	follow-up work
III	Follow-up work	Independent activities	Developmental reading with the teacher

Note:

Because the first group has difficulty in remembering the assignment from the previous day, the teacher begins work with them for the first period. The second group of children is more independent. The third group is able to remember the directions from the previous day and therefore, can do their follow-up work first. If plans for the following day are made with the

students just before dismissal, the class will be better prepared for the next school day.

4. Grouping

Grouping does not always have to be done by grade level but should have a reason and a purpose. Some types of grouping are:

(a) Problem solving grouping: It is used to group learners around a common unsolved topic or problem; for example, a group discussion related to the main idea of a story.

(b) Needs requirement: This type of grouping is used when a student or a group is in need of instruction in a concept, skill, or value (extra instruction in blends).

(c) Reinforcement grouping: This is used to group learners who have strengths or weaknesses on a concept or skill and want to do more work in a specific area or need to have more support for their tasks.

(d) Interest grouping: This type is used to group one or more learners who have indicated a strong like for a common concept (an interest in reading poetry orally).

(e) Learning style grouping: This is used to group learners who have a common pattern of learning, for example, learners who learn more readily through manipulation of objects.

5. Early Years Curriculum

The primary Language Arts curriculum states that reading instruction must be built on the language ability of the learner. Language power usually consists of semantic strength (concept related vocabulary knowledge), syntactic strength (knowledge of word order or patterns of the language), and graphic-phonic strength (the understanding of the link between the sounds of the language and their written symbol). Developing the language power of students and linking reading

instruction to the students'language is the first way to ensure comprehension which is the heart of the reading program.

See pages 75 and 76 and 82 - 86 in the Language Arts curriculum.

THE WRITING PROGRAM

The writing process is a language activity that is acquired in the same way as one learns to talk and to read. To become writers, children must be immersed in writing. They should understand that writing is a communication process that can be used in a multitude of ways. Early in their lives, children learn that when letters of the alphabet are strung together, they have a purpose and a meaning. This awareness is the beginning of the reading and writing process. Writing, like any other learned behaviour is developmental. Time, experience, and practice facilitate better writing. Children must have frequent opportunities to become involved in the writing process.

It is important that teachers organize a collaborative writing community where the teacher is a model, and where mutual trust and respect are essential ingredients in the writing program. Children need to know that their efforts will be accepted. They need to believe that their work is valued and that it will not be rejected because of a less than perfect copy. "It is essential that children are deeply involved in writing, that they share their texts with others, and that they perceive themselves as authors."5

The following model, outlined by Joanne Bevis, Consultant, Curriculum Development and Implementation Branch, Manitoba Education, includes all the elements necessary for the organization of a writing program.

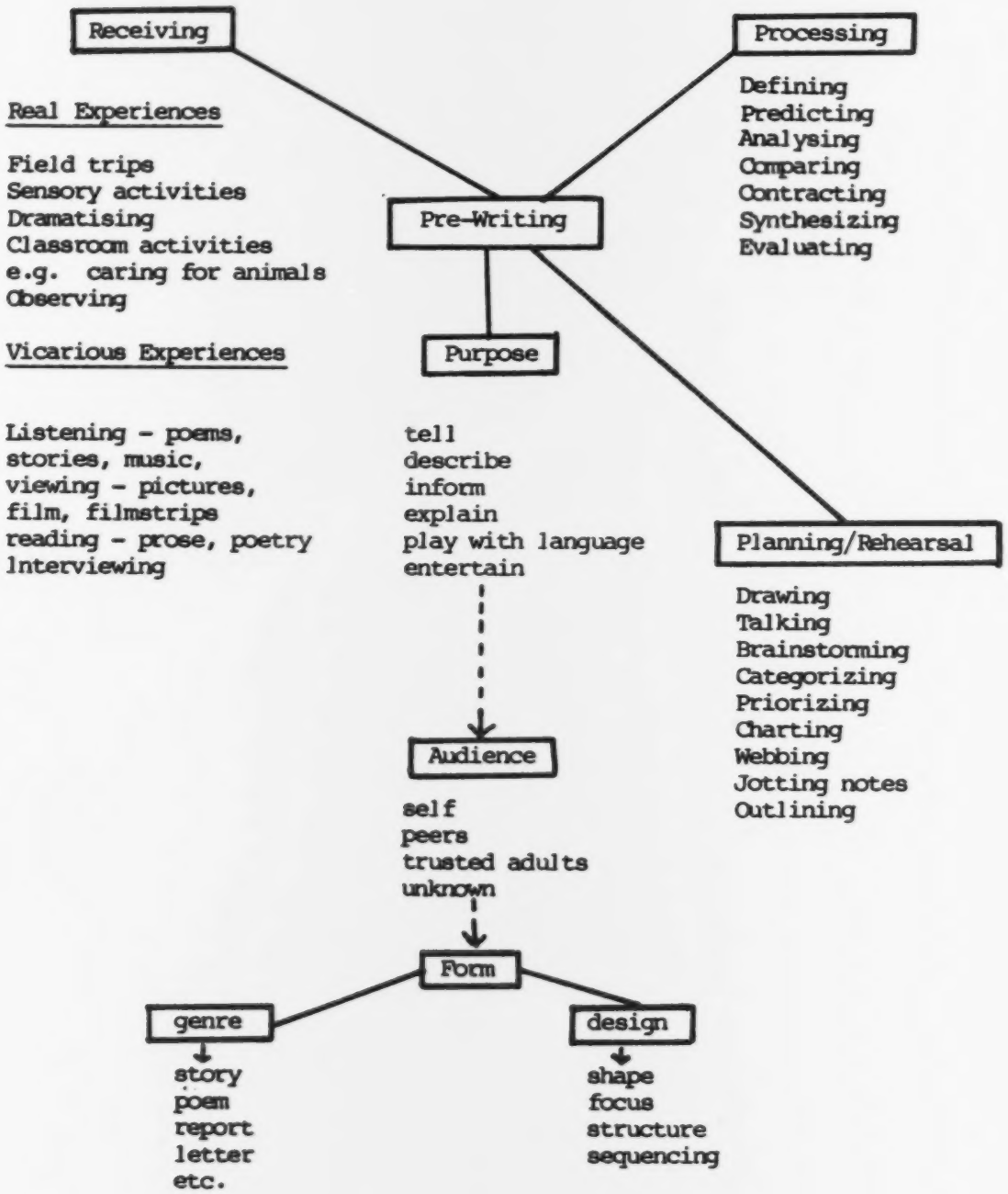
The Writing Process: Basic Steps

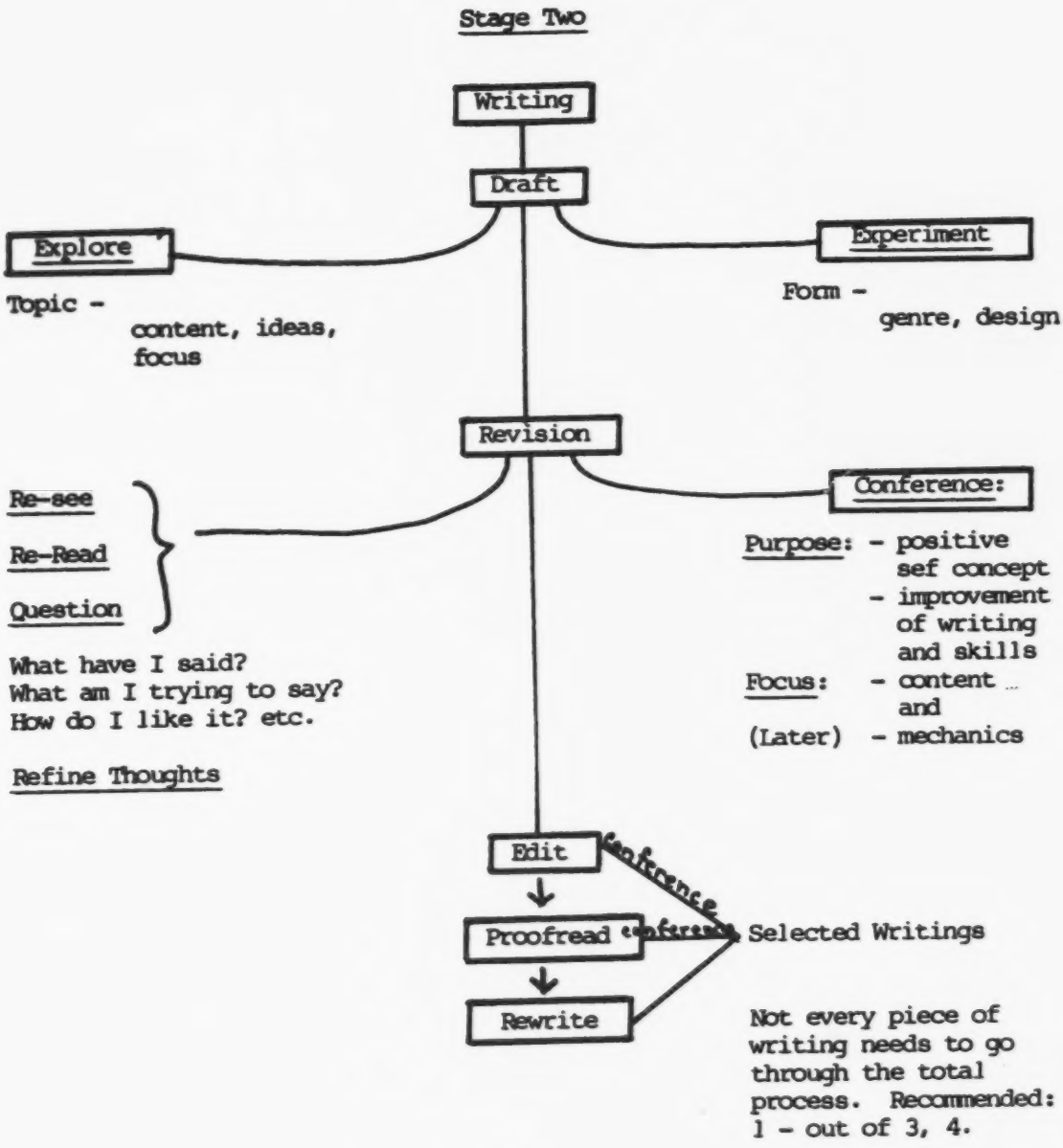
Program Structure

The development of writing skills is regarded as intensely personal and individual. Consideration should be given to the student's ability to respond to his/her own writing experience, not to artificial groupings based on grades or ages. Writing, like reading, is an extension of spoken language, and like all activity in language will develop only through "active and purposeful use of written language".

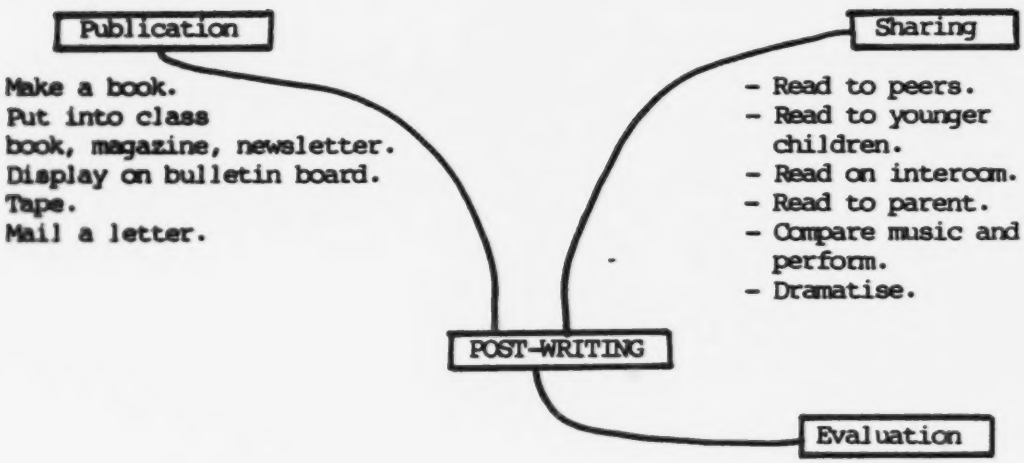
The writing process occurs over three stages: Pre-Writing, Writing, Post-Writing. These stages should not be interpreted as discrete, linear steps, but as recursive and overlapping. Characteristics of each stage are as follows:

Stage One


Receiving
Processing
Real Experiences
Field trips
Sensory activities
Dramatising
Classroom activities
e.g. caring for animals
Observing
Defining
Predicting
Analysing
Comparing
Contracting
Synthesizing
Evaluating
Pre-Writing
Purpose
Vicarious Experiences
Listening - poems, stories, music,
viewing - pictures, film, filmstrips
reading - prose, poetry
Interviewing
tell
describe
inform
explain
play with language
entertain
Planning/Rehearsal
Drawing
Talking
Brainstorming
Categorizing
Priorizing
Charting
Webbing
Jotting notes
Outlining
Audience
self
peers
trusted adults
unknown
Form
genre
design
story
poem
report
letter
etc.
shape
focus
structure
sequencing


Stage Two
Writing
Draft
Explore
Topic -
content, ideas,
focus
Experiment
Form -
genre, design
Revision
Re-see
Re-Read
Question
What have I said?
What am I trying to say?
How do I like it? etc.
Refine Thoughts
Conference:
Purpose: - positive
sef concept
- improvement
of writing
and skills
Focus: - content
and
(Later) - mechanics
Edit
Proofread
Rewrite
Selected Writings
Not every piece of
writing needs to go
through the total
process. Recommended:
1 - out of 3, 4.

Stage Three



Instructional

Purpose: To help students write more effectively.

Response - Respond to whole piece of writing. Give feedback on content.
- Comment on 1, 2 specific errors.
- Suggest remedy.

Administrative

- select specific pieces of writing for marking. Use a definite system and grade as fast and efficiently as possible.

Considerations:

(a) Topic

Students should be encouraged to choose their own topics. Research data show that writers who learn to choose their topics well, make the most significant growth in both information and skills. When students write about a topic they've selected, they establish ownership. Teachers who help students to choose their topics do not provide the choice in a vacuum but within the total fabric of the classroom. (See Pre-Writing: Stage One). Teachers should feel free to select and assign specific topics for specific instructional purposes.

(b) Conferencing

One of the key strategies in the writing process is that of conferencing, or interaction between teacher and writer(s) or writer and peer writer(s). In initial stages, teachers should schedule conferences. Once students become familiar with the process, they will know when to ask for a conference.

Primarily, while conferencing, the teachers role is a listening one. "Tell me", are the key words. Initially, comments on the communication itself and sensitive questioning, help the students to improve the quality of writing. Later, the conventions of writing

are given attention.

(c) Types of Conferences.

Several types of conferences are possible.

- Roving Conference - a brief interaction with each child. The teacher moves around the class, observing, chatting, recording. This is the time to offer encouragement, detect problems, and move writers along.

- Revision Conference - scheduled by teacher or initiated by student. These conferences may focus on content, form, or skills; content and form may occur within the process of drafting, while skills conferences will take place before publication (editing, proofreading).

- Instructional Conference - scheduled by teacher for students who need instruction in a common area. (structure, skill, topic choice).

- Sharing Conference - Students come together to share writing at either the draft or the publication stage. This type of conference may also be extended to reading and discussing authors.

(d) Questions a Teacher Should Ask When Conferencing.

Questioning is a skill or craft. Questions within a conference

activity cannot be geared to a formula, but should be genuine reponses to a genuine communication. Questions should be purposeful, aimed at developing what is good, and should suggest direction for the writer. Consider the following:

Focus	- Why did you choose this topic? - What is the most important, thing you're trying to say? Why is this important to you?
Clarification	- I don't quite understand . . .
Elaboration	- Tell me a litte more here . . .
Alternative	- Can you think of a different way to say this?
Moving on	- Where is this piece of writing taking you? - What works well that you would like to build on and develop? - Do you have enough information?

(e) The Writing Folder

Each student should be issued a writing folder to hold the writing done during the year. The folder is used to organize and evaluate written work. A writing folder may take various forms. An example is as follows:

Four sides of

The Writing Folder

Front Cover

Stories I've Published

Dinosaurs
Our Baseball Team
etc.

Inside Front Cover

Topics/Might Write About

The Day I Save the Game
Night in the Hospital
etc.

Inside Back Cover

Skills I know

Caps. on Names
Possessives
Periods

Back Cover

Questions to ask a Conference Partner

Why did you choose this topic? Is this a time story? I don't quite understand . . .? Tell me more. . .

(f) Evaluation

All writing which is accumulated and filed in the writing folder is evidence of a student's active personal writing program in which ideas, feelings, events and issues are explored. All writing should be dated. The folder becomes a valuable tool in tracking progress. This tracking can be done by student or teacher or by student and teacher.

By comparing writing done early in the year with that done later, or by comparing first drafts with finished products, a monitoring growth chart of strengths and weaknesses in writing can be developed. Specific pieces of writing can be selected for summative evaluation,

while samples of writing can go with students to the next grade to form the basis of diagnostic evalaution.

*See the Curriculum Support Series; English/Language Arts, Middle Years for:

1. Analysis of N. W. Sundbye's 25 Elements p. 222.
2. Suggestions for appraising written compoeition p. 223.

For ease of access, the analysis of N.W. Sundbye's 25 Elements is included in Appendix 2.

Forms of Writing

Daily writing should be planned to allow students to practise a variety of forms. The following is a list of suggestions for student writing:

___ads (for magazines and newspapers)	___advice columns	___announcements
___autobiographies	___yellow pages	___warning
___traffic signs	___awards	___tributes
___riddles	___bedtime stories	___billboards
___bumper stickers	___book jackets	___brochures
___captions	___want ads	___cartoons
___complaints (letter of)	___schedules	___comic strips
___slogans	___questionnaires	___conversations
___descriptions	___postcards	___definitions
___directories	___dictionaries	___directions
___songs	___permission	___dramas

___protest signs	___TV commercials	___recipes
___record covers	___evaluations	___exaggerations
___opinions (pro/con)	___folk stories	___tongue twisters
___self-descriptions	___headlines	___games rules
___invitations	___codes	___puzzles
___nursery rhymes	___jokes	___introductions
___labels	___legends	___journals
___memories	___menus	___magazines
___newspapers	___news	___music

Writing Experiences

Teachers, in multi-graded situations, often express concerns about providing a variety of writing experiences, which are not unduly repetitive year after year. The following are some ideas obtained from teachers in the field.

1. Vocabulary Development

(a) Brainstorming - For a topic or theme, fill the board or pieces of chart paper with words that the children produce. Depending on the topic, words can be arranged under headings such as sounds, movement, and colours.

(b) Word Banks - Run a piece of masking tape from the top to bottom of the chalkboard, sticky side out. Place file cards on the tape. Write words that the children give on these file cards. The file cards can later be placed into the Class Dictionary described below.

(c) Mobiles can be made of vocabulary needed for a particular theme or topic.

(d) Class Dictionary - Arrange envelopes or strips of paper alphabetically on bristol board. Words can be placed on file cards and then put into the appropriate envelopes or else stapled on the strips of paper.

(e) Individual Word Books - Make a book for each child with a page for each letter of the alphabet. The teacher or the child can enter words on the appropriate page. The child needs them for writing. Children can illustrate their entries.

(f) Develop words around a concept.
e.g. What is round? What is sour? What is sweet? Groups of children can make a display of the concept with magazine pictures or make a drawing for each picture being labelled.

(g) Put an interesting new word on the bulletin board (one word a week). Talk about the word, use it in a sentence, draw a picture of it or find a picture to illustrate the meaning.

(h) Display pictures of pets at play. Have the children think of action words and phrases to describe what the pets are doing.

2. Chart Stories

Chart stories are invaluable in teaching children that what they feel, think and say can be written down in a permanent form. Chart stories can also be used to model good written language, to teach concepts and vocabulary, and to provide readiness for reading. Reading and writing are complementary and the act of recording thoughts in a chart story is meaningful to children. The children see and hear the correct form, learn that a word spoken is a word written, and understand that other people can read what has been written.

Chart stories and students' initial attempts at writing must be connected to their need to express themselves. When these activities are related to what the children are experiencing, they will

make sense of them. Like all writing, chart stories must have a purpose and an audience.

Discussion and brainstorming strategies are integral components of chart story writings. In a multi-graded classroom, these strategies can be used with the total group of students. Once the concepts and vocabulary are established, writing activities can be differentiated according to the ability, interest and purpose of the students.

3. Use of Themes

Themes will involve students in a wide range of writing experiences. Themes selected need not necessarily be restricted to topics in the language arts but can be drawn from other curricular areas such as science, social studies, health and mathematics.

Example: Food (Health Curriculum)

Have students brainstorm a list of foods studied (fruit, vegetables, meat, milk products and cereals). Students can write what they know about specific items.

Use sentence frames

I like . . .
I don't like . . .
My favourite food is . . .
I positively detest . . .

Experiment with chants. Give shape to the brainstorming.

I like fruit:
apples,
pears,
bananas,
grapes.
I like fruit.

Example : An Apple

Use senses: sight, touch, smell, taste, hearing.

Sight	Touch	Smell	Taste
red	smooth	delicious	sweet

Have older children use the senses by making use of a comparison in a descriptive sentence.

Other activities should include developing food poems, recipes, menus, weighing, measuring and recording.

Students should be encouraged to illustrate their own writing. The finished copies can be stapled together to make class books. As an alternate, children can write their own books.

At the completion of each book, a library card should be placed on the cover and then students may lend the book out to other students, parents, or grandparents. Whoever reads it, signs the library card.

Themes offer unlimited opportunities for writing. Stories and poems woven around seasonal themes such as Thanksgiving, Halloween,

Valentine's Day, Canada Day and Victoria Day, will involve students in a wide variety of writing experiences.

4. Literary Stimuli

Children should be involved with a variety of literary experiences to enrich their written work.

(a) Books and Suggested Activities

- Fingerprints, Owls and Other Fantasies - Marjorie P. Katz
  Thumbprints - Ruth Krauss

  Read and show these delightful books to the students. Encourage them to make their own fingerprint stories. Let them experiment with different coloured ink pads. Felt pens are excellent for outlining. Have students write about their creations.

- What is Pink? - Christina Rossetti
  Hailstones and Halibut Bones - Mary O'Neil

  These poems glow with colour and students are enchanted by the rhyme and rhythm. After reading and sharing, encourage students to experiment with tones and shades of one colour and create their own word images. An example is as follows:

  A bird's wing
  deep waters
  the coolness of the breeze
  in the hot summer sun
  blue.

- Where the Wild Things Are - Maurice Sendak
  There's a Nightmare in my Closet - Mercer Meyer

  These books are unfailing winners. Allow the students to create their own monster (drawings, life size models) and write their own monster adventures. This is equally good, done individually or as a group.

- The Magic Wallpaper - Frank Francis

  After reading and discussion, provide the students with the materials to design their own wallpaper. Then have them create an appropriate story.

- I Paint the Joy of a Flower - Bill Martin

  Read this enchanting book. Together with the children, savour the beauty of language and thought. Encourage the students to paint their feelings and then translate them into rhythmic language.

- A Hole is to Dig - Ruth Krauss

  This is fun! It presents endless possibilities. After reading, give each student a piece of paper with several holes cut in it. Suggest that they create pictures by drawing around the holes. Use felt pens. When they are satisfied with their designs, encourage them to write rhymes, riddles and limericks, or a story about their picture.

(b) An Extended Literary Unit, Nursery Rhymes - In The Land of Mother Goose

"The child who inherits the English tongue has as his birthright a tradition of nursery rhymes which is singularly ample, robust and enduring. Rooted in poetry, it is innately attuned to a child's concept of the world."6

There is no doubt that children respond joyfully to the traditional verses known as Nursery Rhymes and Mother Goose Songs. Children seem to find this type of literature particularly attractive and show delight in reading, chanting and discussing various rhymes. Creating their own rhymes can be a stimulating experience to them. The outline below is one way of involving children in such an experience.

In the Land of Mother Goose

- Collect and display as many books of rhymes as possible. Make the display visually pleasing.

- Introduce the materials. In an informal manner discuss the importance of the oral tradition and give background information (history, name of Mother Goose, John Newberry etc.). Select a few sample nursery rhymes and give specific information.

  Resource: Opie, Iona and Peter. (ed). The Oxford Dictionary Nursery Rhymes. Oxford: Clarendon Press, 1951.

- Individual Activities

  Move into Mother Goose Land - Reading Time. It is best if students have their own book. Give students time to read. Ask students to select their favourite story and be prepared to give reasons for their choice.

- Group Activities

  SHARE. Give students time to read their selection to the group and talk about the reasons for their choice.

  This is the time to skillfully elicit the elements of the nursery rhyme - the features which have made these rhymes endure for such a long time. During this sharing time, spontaneous singing and chanting seems inevitable and generates excitement.

  Recording in this way has proved successful:

  Place length of masking tape on chalkboard, (sticky side out). Using large card per child - write

  Kathy's Choice

  Humpty Dumpty.

  Reasons: Rhyme
  Rhythm

  If suitable, give any interesting appropriate information but don't overdo!

  John's Choice

  Hey, diddle, diddle,

  Reasons: Humour
  Action

By the time all students have had the opportunity to talk, a lot of learning will have taken place. The features of nursery rhymes can then be listed:

Music - variety of rhythm
variety of rhyme
humour
action
appeal to emotion
appeal to imagination
beauty of language
variety of characters
drama

- Music and Drama

Participation through music gives students a sense of involvement. They respond to the simple rhythmic style and their capacity for language appreciation is extended.

Recommended:

KID'S STUFF

Experiences in creating, composing and interpreting songs, stories poems, drama, rhythm, and body movement.

Incentive Publications.

The simple plot and sequence of the rhymes encourage experimentation with improvisation. Students gain many meaningful experiences as they interact with language and with each other.

- Class Activity - Creative Writing

Most students need to be shown how to create their own rhyme. One way of doing this is to show them the structure and pattern of the rhyme. Demonstrate on chalkboard:

Say: I have Humpty Dumpty as my pattern.

Write: Humpty Dumpty on chalkboard.

Ex: Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the King's horses and all the King's men,
Couldn't put Humpty together again.

Discuss pattern:

count the lines
tap or clap the beat
underline rhyming words (watch for internal rhyme)
underline any important features

Teacher version, using the "Humpty Dumpty" pattern:

Ricky Dicky drove an old car.
Ricky Dicky got stuck in some tar.
All the mechanics and all the police
Couldn't help Ricky gain his release.

Have children create a poem using the same procedures.

1. Choose a rhyme scheme (as pattern); for example, a, a, b, b.
2. Write it out.
3. Discuss special features with the teacher.
4. Create rhyme.

This type of writing leads itself to illustration!

(c) Other

Literature such as fairy-tales, legends, fables, tall-tales, and poems can be used as stimuli and models for writing. Children must become familiar with the characteristics and elements of the forms of literature mentioned above, before they are required to compose in a

specific form. The pre-writing stage must not be neglected.

5. Potpourri of Ideas

Idioms and Peculiar Expressions

It is important for children to learn the use and meaning of idioms. Use idioms and have the students illustrate them. This activity may be used with cross-graded, small, groups.

I'm a real square.
You drive me bananas.
Dad watched a square dance.
Joan can make a banana split.
Money talks.
It's raining cats and dogs.
Let the cat out of the bag.
I'm fit as a fiddle.
Judy is down in the dumps.
Dad is under the weather.
Don has a chip on his shoulder
You better eat your words.
Mom dressed a chicken
Dad said, "Step on it."
Go lay an egg.
Time flies.
I'm in a pickle.
Save it for a rainy day.
By the skin of your teeth.
You're barking up the wrong tree.
You're full of bologna.
Mom says you're over the hill.
Once in a blue moon.
I'm flying high.

Postcards

Use old scenic post cards for story starters.

Riddles

Children love riddles, let them try to write some. Whole class discussion followed by small group activity is effective.

Cartoons

Published cartoon strips can be used effectively. Do one or two as a group lesson and then give the children copies of popular cartoons with the words removed. Find examples that the children have not been exposed to recently, or they will merely write in what

they remember from reading the week-end comics. Cartoon strips are very good aids for teaching sequencing.

How To Books

These are excellent books for doing work on sequencing and task analysis.

- How To Make A Sandwich.
- How To Get Dressed.
- How To Climb A Tree.

Crazy Quotes

Cut out pictures of people, animals, or favorite cartoon characters. Add a dialogue bubble and have the students write in the dialogue. This could be seatwork for a lesson on quotation marks.

Pictures

Cut out sequenced pictures from old books, readers and workbooks. Have the students write their own stories about these pictures.

Strategies and Organization

There are many teaching strategies and organizational techniques which can be used to facilitate writing. Teachers have recommended the following:

(a) Brainstorming

Brainstorming, designed to stimulate creative thinking, calls

for spontaneous responses from participating students. This method may be used at various times for various purposes. It is used as follows:

1. to generate vocabulary and ideas as a prelude to writing,
2. to generate ideas which may later be used in the design of a flow chart for research projects.

(b) Organization

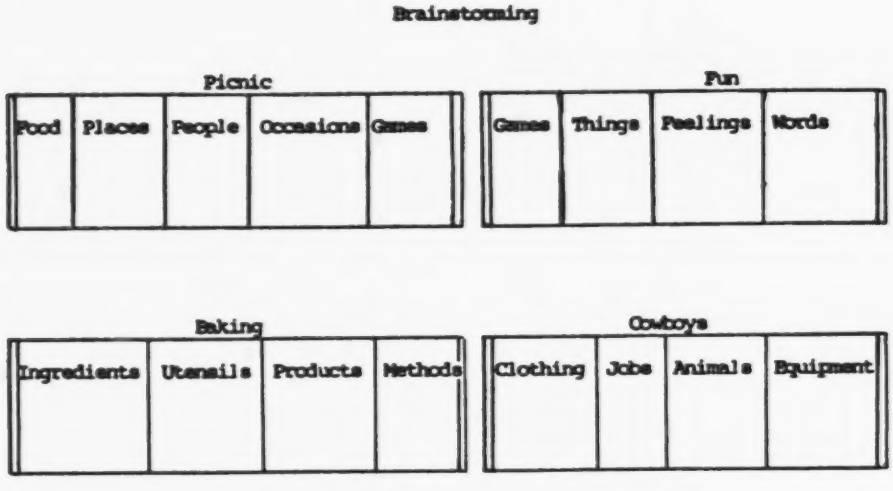
After the teacher states the nature of the task, the students are invited to participate by giving rapid spontaneous responses. Some basic guidelines are:

1. All students are encouraged to respond.
2. All responses are accepted equally - in the first phase.
3. Qualitative reaction and evaluation is deferred until the producing stage is over.
4. All responses are recorded.
5. The teacher contributes only when appropriate (requires sensitivity).

Recording can be done in whatever way is most convenient. The use of the chalkboard, experience chart paper, or strips of paper have all proved successful.

In the early phase of brainstorming, with its emphasis on quantity rather than quality, a climate is provided which allows students to participate without fear of adverse criticism. It is equally important that students observe such discussion rules: one person speaking at a time, courteous listening, and respect for the ideas of others.

The second phase of brainstorming is devoted to organizing and evaluating. The recorded responses are carefully scrutinized and students are guided as they categorize and organize the collected data. It is at this time that ideas are clarified, duplicate responses are discarded and differences of opinion are discussed. Organization and evaluation will depend on the purpose of the brainstorming activity.



(c) Writing Centre - Stimulating Students to Write Independently

A writing centre can be easily designed to encourage students to write for their own purposes. Paper, pencils, word lists, pictures and motivators of various kinds should be provided. The following are some suggestions to stimulate independent writing.

- Use a holiday theme for each month. A picture associated with the holiday or season could be the motivator; for example, in February, include heart outlines. The students write about, "Something nice," on the outlines. The centre area could be decorated with a big heart with the area around it used to

display the finished stories. In March, put a leprechaun on display and have students write stories on shapes of a pot of gold. For April, the centre of the display could be an umbrella together with the poem "In Time of Silver Rain" by Langston Hughes or "Umbrella Brigade" by Laura E. Richards. Have students write rain poems.

- Cut pictures from a variety of sources and glue them on poster paper. Under the picture include a statement that the students are to write about.

Cut and paste pictures of two different dinner plates or cups. Which plate do you like best? Why?	Cut and paste a picture of a child's face. How does this child feel? Why?
Cut and paste a picture of an animal. Give this pet a name and explain why.	Cut and paste a picture of a glass of orange juice. When would you like to drink this? Why?

- Cut out pictures depicting different jobs. The question might be "What does this person do?"
- Find pictures of animals and have students write what they know about an animal or have them write a fictitious story about what might have happened to it.

(d) Cross-Grade Strategies

Primary children can be paired with students from upper elementary and junior high for this task. The primary class should discuss the topic they want to write about. Language and vocabulary are developed and put on a chart. Visuals are provided. The primary child then dictates a story to an older

student. The older student copies the story and edits the writing, putting in correct punctuation, capitalization and spelling. Then he neatly prints the story in the primary child's personal reader. In order to do this successfully, older students need to be taught how to question and how to write an experience story.

(e) Display Area

Each room should have a display area to exhibit the edited copies of the students' written work. The displays should be changed regularly. Whenever possible, use an attention-getter as a focal point; for example, when the students write boat stories, place a picture of a large boat on the bulletin board. A big monkey with a handful of balloons could be used for stories on color. Stories are taped on the balloons. Involve students with the designing, planning and arranging of the displays.

Collect written work weekly and let the class decide which three pieces are the most interesting. The teacher should also recommend for display students' work that has shown improvement. These could be typed into the computer, printed and displayed in the writing corner.

SPELLING

For teaching spelling, teachers should become familiar with the suggestions outlined in the Curriculum Support Series:

English Language Arts, Early Years, 1982, pp. 150-65.
English/Language Arts, Middle Years, 1982, pp. 234-52.

Note:

The spelling section in this handbook is developed from the following text:

Marlene and Robert McCracken, Reading, Writing, and Language. Winnipeg: Peguis Publishers Limited, 1979.

Spelling is a communicative skill that gives accurate expression to the written word. Children must learn to spell if they are to write fluently. They must become free of the dependence of copying words and develop an internal word bank. Most children will not learn to spell words that they cannot identify visually or use verbally.

Once children have mastered the sounds of language, they have already internalized many words. Contemporary discussion about language doesn't preempt phonics as a strategy to enable students to attack unfamiliar words. It should not be taught however, as a separate entity. In order to spell a child must be able to do three things:

1. Understand the relationship between the sound of speech and the symbols that represent those sounds,
2. Understand the sequence of sounds. "The child needs to learn that the symbols are written in the same sequence in which the sounds they represent are said,"

3. Acquire spelling patterns. The English language is filled with patterns - bat, cat, sat; light, night, bright; try, my, shy. Spelling patterns have to be taught and then reviewed throughout the primary years.

Many teachers use a commercial spelling program or a spelling list. This is acceptable as long as the words have some use in written work. If students only memorize and do not integrate the words into their writing, the program will be deficient. To determine what to teach, observe the students' written work. Select words that are misspelled and teach either the spelling patterns for them or the individual words. When evaluating student writing, keep a record of the misspelled words. The teacher and students can determine grade or class spelling lists from observing student writing. See the examples below. These words are to be taught. Students must use them correctly in their writing assignments.

Examples:

1. Mi babe sister cryed.
   It would be a good idea to teach lessons on the sounds of y and what happens to that letter under various circumstances.

2. I can cik a ball.
   This student needs lessons on the ck sound.

3. My dad can duve a cor.
   The first spelling error suggests that the child is not hearing or saying all the speech sounds in the word drive. Some listening lessons might teach the dr blend that is the problem. The second error, "car", indicates that this child is ready for lessons in r-modified vowels.

4. I like to jupm rop.
   This mispelled jump could be a sequencing problem with a sound spoken, sound written. The word rope may just be a careless error because he had previously used the silent e correctly in like. Obviously more practice is required.

5. I will make a card for Ms. Smith.
   Unless this child is aware of the contemporary usage of the title, this would probably suggest the child needs to practice sight words or have a word bank available for reference.

6. A rabbit went hoping.
   A lesson on doubling the final consonant (rule) when adding an inflectional ending is suggested.

   Often, the spelling that children use is a test of what they have been taught; for instance, if no lessons on "say a sound", "print a sound", have been taught, then the spelling of rop (rope), pic (pick), rit (write) is not to be considered as incorrect. They are quality errors. The students are practicing what has been taught. This indicates that more sophisticated lessons are needed.

To learn to spell correctly and to apply spelling in a meaningful way, a child must write sentences and stories daily. Spelling is developmental. Teachers must allow time for students to practice writing words in meaningful contexts and they should not demand correct spelling beyond what has been taught.

In writing, as in speaking, there is a small core of words that are used over and over again. A few are phonetically regular such as "and, he, it", and they need no special attention; however, many high frequency words are not spelled as they sound. It would be difficult to write without words such as "because, said, was, and does", which are what the McCrackens call "doozer words". Because children use these common words hundreds of times a year, they should not be allowed to practise them incorrectly. For this reason the McCrackens suggest that the teacher use a "doozer" list. Words are presented and then time is given to practice them. As a model for students, print these words in large letters on cards or on a chart. They should be visible from each desk. A "doozer" word must be spelled correctly

in written work. When most students in the class spell a "doozer" word correctly, it should be taken down and replaced with another word. Use written work to get suggestions for "doozer words". Other words that could be included on the "doozer" list are seasonal ones or words that are specific to themes being worked on by the class. Such words as "witch, presents, and valentines", need to be visible at certain times of the year.

Spelling is a skill that develops gradually as a result of teaching and practice. Begin simply, allow practise time, and demand that students spell as well as they can. Three unsatisfactory practices for the young school child, are (1) teaching spelling only from lists, (2) always demanding perfect spelling, and (3) never asking for spelling corrections in written work.

A Helpful Hint:

When a child comes and asks you to spell a word for him, the C. E. L. Group in Winnipeg, suggests the following:

Put the same number of lines as there are letters in the word on a slip of paper or on the chalkboard; for example, print, - - - - - - . Ask the students to give as many of the letters as they can that might go in that word. Start by asking beginning sounds, then ending sounds, then vowels and blends. The teacher records the correct predictions. If the student has problems, give them clues as to what letter might go on the space. "It starts like, or it has the same vowel sound in the middle as "pig". The teacher should try to avoid giving any of the letters. As students become

more proficient, the teacher should ask them to predict as many of the letters as they can before they come for help. This technique can also be used for chart stories and brainstorming. Let students help to predict how a word is spelled. The teacher should only put down those letters that are correct. Start with words that are easy for the students and progress to more difficult ones.

For further reference see Scalena, S., Buchanan, E., and Cochrane, D. Reading, Writing and Caring. Winnipeg: Whole Language Consultants Ltd., 1984.

CENTRES

Centres provide opportunities for students to learn from one another and to interact with materials. Organizing and arranging centres can be time consuming. Start slowly by planning one centre. Show students how to use centres and schedule their use. Let one centre operate for a period of time before sarting another one. A good reference book on centres is Tom Davidson's The Learning Centre Book: Integrated Approach. Pacific Palisades, Goodyear Publishing Inc., 1976.

Centres can be of two kinds:

1. A permanent centre is one in which the elements within it are modified or changed as the year progresses. An example would be a listening, writing or reading centre.

2. A temporary centre is one that is designed to support a theme that is being presented in the classroom. An example would be insects or monsters. In this type of centre, several curriculum components and activities can be included at the same time such as reading, writing, art, mathematics, social studies, and music.

Permanent Centres

Permanent centres may be planned for mathematics, science, social studies, art, as well as the language arts components, such as writing, listening or reading. A writing centre offers students an opportunity to practice the following independently: composition, punctuation, spelling, poetry, and phonics. It also allows for an open ended program where students can work at

skills that are appropriate for their level of development.

In the multi-graded classrooms, centres should include writing activities for all students. Materials for early primary children could include manipulatives for fine muscle control: ropes with knots to untie and tie, peg boards with pegs, pattern cards, lacing cards, and plasticine or playdough. The centre should also provide opportunities for beginners to practice letters, words and short sentences. It must also include paint, easels, and materials for children to draw and color. The creative art work young children do is the first stage of writing. There must be space for them to practice these skills.

Each grade and ability level should have activities in the centre that allow them to be creative and to practice skills that have been taught. The tools of a writer must be readily available in the centre. Motivators to stimulate the child to write must be included, as well as writing materials. A permanent writing centre should contain the following:

(a) Record keeping system that indicates assignments students have completed.

(b) Display space should be available for students to exhibit their work.

(c) Materials for research.

(d) Words are the greatest tool of the writer and a variety of word sources should be available. The following are suggested:

- dictionaires, (pictorial, primary and elementary),
- thesaurus,
- student-made dictionary and word bank,
- an elementary atlas,

- synonyms, antonyms, and homonyms. (These last two items should vary but they should be available immediately following any lessons on the subject.)
- picture motivators,
- classroom chart stories that can be used as models,
- books and stories that can be used as motivators,
- story starters,
- cloze procedure tasks associated with the theme,
- word puzzles,
- word games,
- rhyming activities,
- word cards to manipulate,

Temporary Centres

This centre is located in a well-defined area in the classroom and contains multi-media materials, manipulatives, research resources, pictorials, games and activities relating to a central theme. These kinds of centres allow students to do the following:

- practice skills,
- be decision makers,
- develop independence,
- learn how to use a variety of resources,
- be creative,
- develop a learning style,
- learn to budget time and resources,
- learn to finish projects independently.

These centres should:

- help to teach the students all of the above,
- allow the teacher to become a facilitator rather than a lecturer,
- help the teacher to instruct students independently,
- make learning available without imposing it,
- help teachers to determine the skills to be taught as they are needed and not merely when they appear in the guidebook,
- aid effective ongoing evaluation and feedback.

Each centre should include activities that employ research skills annd provide for creativity. The only limitations are the imaginations of the teachers and students. To be fully effective, time for work at the centres must be scheduled so that every student has the opportunity to do one or

more activity. There should also be activities that allow for free choice. The teacher should arrange for students to rotate through the centre. This prevents crowding and helps students to learn to work within time limitations.

Evaluation must be an integral part of centre work. The two most common methods used are written and oral reports. However, teacher observations of work habits, self discipline, budgeting of time, and the completeness of the task, should also be a part of the process. Information for evaluation can also be obtained from the following:

- teacher observations,
- conferencing with groups or individual students,
- contracts,
- written and oral presentations,
- student self-evaluation,
- anecdotal records and observations,
- student behavior,
- cloze procedure,
- student diaries and work logs,
- learning centre record sheets.

Evaluation allows the student and the teacher to determine the quantity and quality of what has been learned. It also determines what must be re-taught or developed further. Effective evaluation allows for immediate feedback to the student. Different methods of evaluation are used to measure different types of growth and learning. If students are to be involved in evaluation, they must know specifically what is expected of them.

Practical Ideas for Centers Organized Around Themes

Job booklets (useful for Grades 1 to 3 Social Studies) should be included in centres that are organized around themes.

Job booklets can take many forms. They can be an end result of having several people visit the class, or can be used to collect pictures of different occupations with an explanation of each job. Each child could research one occupation, do a write-up on that job,and place the findings into a class book.

An idea would be to put a picture of the job on the left side of a page with the question, "What does a _____do?", on the right-hand side. The answer is written up on the reverse side. The depth and detail of the write-up would vary with the grade level doing the assignment. This could also be used as a group assignment. Divide the class into groups and have each group specialize in job related occupations. For instance, have one group work on jobs done in a garage, another group could work on jobs found in a hospital, and another group on jobs in a grocery store.

Boats

This topic fits in with the grade three social studies unit on the maritimes.

Use a large ship outline for the visual. An eye catching visual would be an

old fashioned ship such as Columbus used or a fishing trawler. The area on the ship or around it could be used to display student stories, both fictional and researched. Students' stories can also be written on a fish outline and placed under the ship.

Materials to include are as follows:

- Art material: - paints, crayons, modelling clay, glue, scissors, and mural paper.
- Research books: - non-fictional books and stories of fish , fishing, ships and boats, weather stories of the maritime lighthouses and harbours.
- Pictures as above: - fish (cod, haddock, salmon. flounder, halibut). Animal pictures (whales and seals).
- Bulletin board to display labels of fish products found in Canadian homes.
- Creative writing corner - A fisherman dressed in a sou'-wester with a fishing pole. The sign would read "Catch A Yarn". Students would write "fish stories."
- Films strips on fishing, boats and/or The Maritimes.
- Word lists - Write the content words and spelling words on small fish outlines. Also display word lists, made by students, about what they feel, smell, taste, hear and see. After all stories and word lists are posted, devise activities which will let students read and share the stories and words that are in the display.

Dinosaurs

A huge dinosaur outline is the visual. This could be drawn and colored by the students. One idea would be to have large scale shapes that the students color and paste on in rows. Some activities to include in your dinosaur centre are as follows:

1. Read a story about a dinosaur.
2. Make a time line indicating when each type of dinosaur lived.
3. Paint a mural of five different dinosaurs.

4. Make a book about dinosaurs. In your write-up include their size, what they ate, where the fossils are found. Include an example of meat eating and plant eating dinosaurs.
5. Write and illustrate a book about one dinosaur.
6. Make a clay model of a dinosaur.
7. Make a dinosaur game to put in the centre.
8. Prepare a talk for the class on one dinosaur.

Materials:

- Picture books.
- Arts materials as needed.
- A variety of books with readability levels for all grades.
- Games.
- Filmstrips.
- Activities.
- Writing assignments.
- Worksheets using cloze procedure.
- Check out sheet for students.
- Picture displays of dinosaurs.
- Sticker booklet (available at many stores) on dinosaurs.

A dinosaur contract for older students could include the following assignments:

1. Paint or draw a mural to scale to show the dinosaur's size, environment and habits.
2. Research one dinosaur and present your findings to the class.
3. Compare the size and environment of carnivorous, vegetarian and aquatic dinosaurs.
4. Make a crossword puzzle using "dinosaur" words.
5. Make a fossil cast to show how fossils are formed. Write a story about your fossil.
6. Make a paper mache model of a dinosaur.

The Zoo

Display books, pictures and filmstrips of zoo animals. These animals can be categorized into mammals, fish, birds or by size. Older students can research the natural environment and life style of the zoo animals.

Following this students may write about and illustrate different animals: where they came from, how they move and what they eat.

The art supplies for this centre should include styrofoam trays and dark yarn. The students draw zoo animal pictures, paste them on the tray and then thread the yarn through the edge of the tray to resemble the bars of the cages. The animal write ups are taped to the bottom. The trays are then displayed as an actual zoo.

A creative component of this theme would be to have a Tall Grass Zoo. The students are to pretend they are very tiny and are in tall grass. They write a story on how they would feel, or how they would move and what the dangers would be.

Fairy Tale Unit

Discuss generally, with the class, the literary form of a fairy tale. Read several versions of one fairy tale. Follow the reading with appropriate activities. These may be for an individual student, the entire class or a specific group.

Suggested Activities:

- Duplicate pictures of the story, with the dialogue removed. Let students re-write the story in their own words.
- Students may write a different ending to the story.
- Have students illustrate and write their own fairy tale.
- Have groups of students improvise a different ending to the fairy tale.

Easter

Visuals

A large white rabbit with pockets on the front containing words, word phrases or sentences on strips of paper can be used as a visual.

Activities

- Have students write an Easter story.
- Correct punctuation and capitalization of the Easter story.
- Put in the missing color words
  Bunnies like _____ carrots.
  Some tulips are velvet _____like Santa's suit.
  A robin's egg is sky _____.
- Unscramble Easter sentences.
- Complete the following:
  The jelly beans are round and sweet and _____.
  The boys went _____for Easter eggs.
  Seven chicks _____ this morning.
  The bunnies ate a lot of lettuce, carrots and _____.

PART II

Themes and Extra Ideas

PART II

Introduction

Part II of the handbook for primary teachers, contains an outline on how to plan a theme, and samples of three themes. The first theme can be accomplished in one day. The other two are longer, more varied and complex. There is a wide variety of activities included in each theme. It is not necessary to do all of them. All the themes should be adapted by teachers to meet their own teaching styles and the personalities, interests and learning abilities of their students.

To learn how to plan and use themes takes time and practice. Mistakes will be made but both teachers and students can learn from them. For an initial experience with themes it is suggested that teachers establish objectives, collect resources, and spend a day on a short theme. This theme may be used to teach the process to students.

Themes are a vehicle for integration. They should be designed for students to use language in practical situations. They can include all elements presented in the curriculum guides and in Part 1 of this handbook.

They work! They're fun!

THEME OUTLINE

Themes can be used effectively in multi-graded rooms. They allow for class involvement in concept and language development, through assignments and activities that are appropriate for each grade.

How To Plan a Theme

The following outline was prepared by Donna Kormilo and Mary Giesbrecht of Morden and is based on the work of two Calgary teachers - Patricia Brososky and Phoebe Bunnel. It is useful for developing any theme.

(a) Choose the theme:

- from curriculum areas,
- a big event (circus),
- students' interest,
- seasonal topic.

(b) Decide on the L.A. goals & objectives for the theme in the following areas:

- listening
- speaking
- reading
- writing
- viewing

} Decide on specific skills to be practiced.

(c) Determine goals and objectives for all curriculum areas included in the theme

(d) Find suitable reading selections for the theme

These may be found in:

- readers (2 or 3 series),
- library books (school or public library),
- books or magazines that the children may have at home.

(e) Gather additional materials which support the theme

Find poems, songs, stories, plays and other materials, such as, records, films, VCR - tapes, audio-tapes, puzzles, games, pamphlets, worksheets, magazines, transparencies, slides, pictures, and concrete objects from:

- school, resource room and public libraries,
- Manitoba Education library,
- materials students have at home,
- community resources and personnel.

(f) Decide on duration of theme

To teach the theme format use a theme with a short time line and few selections. Do this with the first theme of the year. A short theme can be done in one day. Longer themes can last from three to six weeks. It is important to end the theme while interest is still high.

(g) Divide the class into groups using various criteria for each element of a theme

- use a variety of grouping procedures for specific purposes,
- use reading ability, interest, friendship, and cross-age grouping practices,
- groups shouldn't have the same members for each element of the theme.

(h) Assign each group appropriate selections

Reading selections, which the teacher feels are appropriate, should be chosen for each particular group (challenging without being frustrating.) Therefore, at times, one may need only about eight copies of each selection. After students have completed the assigned selections and the activities that go with them, they may then choose any of the other selections which they would like to read. This lets poorer readers choose a difficult story if it is of particular interest to them and it gives better readers a chance to soar.

(i) Plan three or four activities to go with each selection

Plan activities that incorporate various aspects of a language arts program:

- reading,

- writing (various types),
- speaking,
- listening,
- presenting,
- viewing,
- questioning,
- thinking,
- researching (finding answers).

Within these strands, plan to include activities which require higher level thinking skills (Bloom's Taxonomy). Students should be asked to compare, contrast, evaluate, synthesize, create and analyse. Use open-ended assignments that allow all students to work to the best of their ability. Plan also to include activities that suit the various learning styles found in every group: visual, auditory and kinesthetic learners.

(j) **Plan for large group lessons - whole class**

- introduction to the theme,
- build schema for the theme - build a word bank, formats,
- modelling,
- sharing time.

(k) **Require that a specific number of basic activities for each selection in every theme be completed**

- write the title of the story,
- set the purpose for reading; for example, pose one or two good questions that you would like to answer as you read the selection,
- read the selection,
- discuss responses,
- write complete answers to your questions.

(l) **Organize additional activities for a group or for individual students**

Incorporate activities in reading, writing, listening, speaking, art and drama that will permit students to make personal choices and also enable them to work independently.

(m) **Integrate with other subject areas as much as possible**

Social studies, science, health, art, music and physical education are subjects used most frequently.

(n) Provide for on-going related activities such as:

Daily Journal - Students write in it as a diary which the teacher may read, but not correct.

Story time - A novel or story that goes with the theme is read aloud by the teacher on a daily basis.

Vocabulary - Make vocabulary lists as needed for theme writing purposes and for journals.

U.S.S.R. or SQUIRT (Super Quiet Uninterrupted Individualized Reading Time) or DEAR (Drop Everything And Read) - See that time for uninterrupted reading is scheduled.

Role Playing and Improvisation - Organize puppetry, drama, reader's theatre and other oral language activities.

(o) Plan how students may evaluate the theme

Students should be given an opportunity to provide feedback on the theme.

(p) Plan for Student Evaluation

Student evaluation should be based on the goals and objectives of the theme. In order for students to realize success, and receive an extra boost to help them when they experience difficulty, daily continuous diagnosis and evalution is required. Immediate feedback eliminates wasted time working on material students have already mastered, and faclitates individual or small group reteaching, when necessary.

(q) Methods of Evaluation

- Teacher Observation

a. systematic observation: e.g. sharing time, and individual student conferences,
b. anecdotal records kept by the teacher,
c. samples of outcomes.

- Teacher-made mini-quizzes which test the Language Arts objectives

a. cloze technique,
b. oral and written questions,
c. quick individual "tests" on perhaps a specific skill area.

- Informal discussions and interviews with students and parents,
- formal and standardized tests, only if deemed necessary.

Toys

A SHORT LANGUAGE ARTS THEME
(can be completed in one day)

This theme uses toys as a topic to help integrate the various strands of language arts into other curriculum areas. It is very adaptable. The time frame can be extended, the activities modified and the types of toys can become quite specific. The class might prefer working only with stuffed animals or perhaps toy vehicles.

1. Duration

   - 1 day

2. Goals and/or Tasks

   Students should be able to perform specific tasks in each of the following areas:

   - Reading
     - Read with expression and comprehend specific stories, poems, songs and chart stories.
   - Writing
     - Brainstorm for descriptive words about toys.
     - Do appropriate assignments; for example:

       Gr. 1's - compose a chart story about toys,
       - write dialogue sentences involving their toys,
       - use correct punctuation? " "

       Gr. 2's - write a story demonstrating understanding of personification

       Gr. 3's - write a drama involving toys.

- **Listening**

  - listen to teacher and/or a student read stories for sequencing and personification,
  - listen to music appropriate to the theme.

- **Speaking**

  - Have each child present their toy to the class. The introduction should include; where they got it, what they call it, how they use it, why it is a favorite.

  - Present a role play or drama using own toy and one other borrowed from the class.

- **Viewing A Film**

  - View for enjoyment:

  - Gr. 1's - List the toys shown in the film.
    - Discuss what kind of "person" each toy represents.

  - Gr. 2's - Discuss the emotions of the characters and if they changed in the course of the film.

  - Gr. 3's - View to discuss a problem and how it was solved? What alternative solutions might there be.

- **Art**

  - Illustrate own writing for the purpose of making a class book.

  - Make puppets of a toy character.

- **Mathematics**

  - Categorize and graph different toys that are in the classroom.

  - Gr. 1 - learn mathematics facts printed on toy outlines.
    Gr. 2 & 3 - do story problems relating to toys.

  - Play with money. (Use actual articles, or pictures of toys and put a price on each sample). Students are to find out the price of two articles, or they can do activities where they make change after they purchase an article or toy.

- **Social Studies**

  - Discuss the significance of toys and talk about toys used in other lands.

- Gr. 1, 2, and 3 - discuss, "My Favorite Toy", as part of the grade one Social Studies curriculum: What I Need To Grow: Emotional and Social Needs.

- Gr. 1 - write a group composition on "My Favorite Toy".

- Gr. 2, 3 - write a paragraph on the above topic.

- Music

  - Listen to selection of music.

  - Sing a "toy" song.

3. Materials - for student reading

The following materials provide ideas and are useful in delivering the theme. Selections listed from the language arts series are intended to be read by students. The others are to be read to the class by the teacher. Teachers are encouraged to use suitable material from newly authorized series and from older series that are still available in the school.

- Collier - Macmillan Canada Ltd., Toronto, Harris Clark Series 1968.

  Grade 1 - Lands of Pleasure, "On Green Street", pages 10-16.

  Grade 2 Enchanted Gates - "Wobbly Wheels", - pages 24 - 35.

  Grade 3 Shining Bridges - "Eddie Needs A Doll", pages 12 - 36.

- The New Open Highways Series - Gage Publishing Limited 1974.

  Rolling Along - "Albert and The Big Balloon", pages 102-109.

  Moving Ahead - "One Little Drum", pages 106 - 114.

  Ready To Roll - "Herman The Helicopter", pages 89 - 94.

  Speeding Away - "The People Downstairs", pages 22 - 29.

- Expressways Series, Toronto, Gage Publishing Limited, 1978.

  Skip Along - "I Like To Go", pages 52 - 55.

  Cartwheels - "The Little Engine That Could", pages 52 - 55.

  Leapfrog - "Choosing", pages 36 - 40.

- Starting Points Series - Canada, Ginn and Company 1977.

  Mr. Mugs Is Lost. "The Nutcracker", pages 68 - 79.

- Stories for the teacher to read to the students.

  - The Little Engine That Could

  - Enid Blyton, The Noddy Books London, Sampson Low, Marston, and Co. Ltd. and Richards Press Ltd. 1956.

    Noddy Has An Adventure
    Mr. Plod and Little Noddy
    Noddy Goes To The Fair
    Noddy Gets Into Trouble
    Well Done Noddy

- Leo Lionni - Alexander and The Wind Up Mouse Pinwheel Books. Toronto, Random House of Canada, 1974.

- Margery Williams, The Velveteen Rabbit. New York, Holt Rinehart and Winston, 1983.

- Manitoba Education Films

  Whinnie the Pooh and the Blustery Day (3657)
  Whinnie the Pooh and the Honey Tree (2170)
  The Velvet Rabbit (3361)
  Faroun, The Little Clown (2614, K-6)
  The Toymaker - Puppets, conflict, descrimination (0454)

- Music For Listening

  Babes In Toyland
  The Nutcracker Suite
  March of the Wooden Soldiers

- Music for singing

  Lorraine E. Walters, Louise G.W. _____ et al, The Magic of Music. Boston, Ginn and Company, 1970
  Let's Go Fly A Kite, page 78-79.
  My Little Boat, page 124-125

- Lola MacQuarrie and Beth Douglas, The Melody Makers. Toronto, Clarke Irwine and Company Limited, 1959
  Teddy Bear page 51.

- Poetry

  - New Open Highways Series

    Rolling Along, "John's Balloon" page 110.

  - Expressways Series

    Cartwheels, "Jumping Rope" page 32.

4. Activities

The following suggested activities may be included in lesson plans.

For a pre-lesson, invite children to bring their favorite toy to school. Students should be prepared to introduce toys according to objectives outlined previously.

- Have students introduce their toys.
- Make a list of the different kinds of toys brought by the students and also for those that are in the classroom. (Save the list.)
- Discuss how animals may take on human qualities.
- Read stories: - The Little Engine That Could and/or The Velveteen Rabbit.
- Assign reading to grade 2's and 3's. They are to read to find out what kind of characters the animals are. Play background music while this is going on.
- Do a chart story with the grade 1's about toys. Write about their favorite toys and why. Use quotation marks.
  John said, "I like _____ because _____.

- Have Gr. 1 students write and illustrate something interesting about their toy. Have them write on a separate paper so that it can be edited before it is pasted underneath the illustration.

- With grade 2 and 3, discuss their findings of the different stories. Discuss what problems the story characters encountered and what solutions were used. Establish examples of personification. Put the students' ideas on chart paper. From the chart story note any troublesome words that will be used for student writing. Establish a word list.

- Gr. 2's and 3's go to their desks to write. Gr. 2's write a story about when the toys come alive. Gr. 3's develop a role play or drama; for example, two trucks meet in the middle of the road or two dolls have coffee. This should be done orally.
- March to the "Parade of the Wooden Soldiers".

- Students read published stories to the class.

- Students read personal stories to the class.

- Gr. 3's write a drama using their toys for characters.

- View a film - do chart stories:

  Gr. 1's list toys,
  Gr. 2's list emotions,
  Gr. 3's list problems.

- Mathematics - as outlined in objectives.

- Each Gr. 1 student is to write and illustrate a page about "My Favorite Toy." The pages will be put together for a class book.

- Physical Education if applicable - "Move as your favorite toy." Play follow the leader. March or move to music as toys (soldiers).

- Art - Have students build toys, draw and color a toy, or make a collage of toys.

- Break the day by holding several oral reading sessions: teacher and students.

- Read poems from charts.

- Have students write their own poems.

Bears	Cars
Soft Cuddly	Roaring Honking
Sleeps With Me At Night	Runs Along A Track
Always Happy	Fast and Slow
Warm	Fun

- Make a class mural based on the following categories:

  Cars Stuffed Animals Dolls Games

  Assign students to each section.

- Write a chart story - "My Make Believe Pony."

- Music: Rewrite lyrics to "Teddy Bear" and "My Little Boat." Students use their personal toys as topics.

5. Evaluation

Student evaluation should relate to the established objectives of the theme. In order to accomplish this, such things as student participation, the quality of oral and written work and student self evaluation should be taken into account. Teachers are encouraged to make their own evaluation score sheets.

STUDENT SELF-EVALUATION

Date _____ Name _____

How Was The Theme:

Theme _____

1. Did you like the theme?

2. Did you have enough work to do?

3. Was the work too hard to do?

4. What did you <u>like</u> about this theme?

5. What did you <u>dislike</u> about this theme?

6. Check the best ending:

   This theme _____ took too many days to do.

   _____ was just long enough

   _____ was too short.

Thank you for your help.

<u>Note</u>: This sheet may be adapted for use with all themes. Early primary children will circle an appropriate face. Older students will write their responses.

NOAH'S ARK

A LITERARY THEME THAT DEMONSTRATES HOW TO USE LITERATURE THEMATICALLY

This theme employs literature to facilitate the use of the various strands of language and to integrate language arts with other subject areas.

1. Goal

To prepare a classroom book with dialogue re: Noah's Ark.

2. Tasks

Students should be able to form specific tasks in each of the following areas:

- Reading
  - Read the Noah story from a variety of sources - published books, chart stories, The Bible, and poetry.
  - Older students should do the following:
    - study mammals, insects, crustacean or fish
    - research endangered animals.
  - Read animal stories from class readers and library books.

- Writing
  - Write Noah's story in narrative and/or dramatic form.
  - Write dialogue using " ".
  - Write descriptive phrases on one animal in the ark.
  - List the animals in alphabetical order.
  - Write about endangered animals.
  - Write poetry. Cinquains work expecially well.

- Listening
  - Listen to various forms of Noah's story, for comparisons,

for sequence, and
for emotional reaction of people and animals.

- Speaking

  - Discuss the emotions of Noah and his family, the other people in Noah's community, or the animals.
  - Discuss what different animals would need for their stay on the ark.
  - Discuss Noah's age, the time involved in building the ark, the flood, and the aftermath of the flood.
  - Prepare a dialogue or role play, between two animals or two people,
  - Have students read their stories to the class.
  - Chant songs and poetry on Noah specifically, or animals in general.

- Tasks for Other Subject Areas

  - Art
    - Draw the ark and the animals. These may be used for a mural.
    - Illustrate written work.
    - Make paper mache or plasticine models of animals.

  - Mathematics
    - Count by two's.
    - Count by ten's (rabbits multiplied).
    - Solve problems.
    - Graph categorized animals from Spiers books: big animals, little animals, insects, birds, fish, etc.
    - Estimate size of ark. The students pace out the estimate. Then they convert to actual measurement and measure the outline outside in the school yard.
    - Calculate the approximate square footage of the ark.

  - Science
    - Study endangered animals.
    - Study animal classifications.
    - Calculate gestation period of certain animals to determine which animals would have produced young during their stay on the ark.

  - Physical Education
    - Move like animals.
    - Discuss and practice the type of exercise Noah and his family would have on the ark.

- Health
  - Discuss food for a 100 day trip. How do you prepare it and store it? Keep in mind the five food groups.
  - List the food that Noah would not have had to take with him on the ark.

- Music
  - Listen to and/or sing song such as the following: The Unicorn, The Animals Came In Two by Two, The Lord Told Noah to Build an Arky, Arky.

3. Bibliography

Peter Spier, Noah's Ark. Garden City, New York, Doubleday & Co., Inc. 1977.

Charles, Clay, Swampy Cree Legends. Bewdley, Ontario. Pine Ridge Publications, 1978 pgs. 16-23.

John S. Morgan, When The Morning Stars Sang Together. Agincourt, Canada. The Book Society of Canada Ltd. 1974. pgs. 33-40.

Additional books on the subject are available at Manitoba Education Library.

4. Activities

(a) The following activites will help teachers to plan lessons using stories, poems and other selections from literature:

- Discuss Noah's story as the children know it.
- Prepare a chart story on what students know about Noah.
- Show, read and discuss the Peter Spier's book.
- Read a poem. Have it on a chart or duplicate it for student reading and chanting.
- Make a chart of animal names.
- Discuss the fact that there is little or no dialogue in the book. What can we do?
- Assign older children an animal each to research. What would Noah need to take for that animal? (What do they eat? How would Noah protect them? To whom are they enemies?). What precautions would he need to take for the animals' survival? (Re-inforced area for elephants, dark area for bats and owls, water tanks for fish and water animals). Did he have to take all the animals in the ark?

Why or why not?
- Discuss male/female animal names. Make a chart of the findings.
- Make a list of words about the ark for spelling and for use in writing stories.
- Find other animal poetry and rewrite it to show that the animal would not be here if it were not for Noah.

Little boy blue come blow your horn.
The sheep are in the meadow.
The cows are in the corn.
Why are they.
In the meadow today?
Because Noah took them
For a boat ride one day.

- Discuss a page of the Peter Spier's book. Do several chart stories. Bible reading should be used for a background to the story.
- Sing songs.
- Write poetry.
- Listen to published stories.
- Listen to student stories.

b) The following activities are listed to help teachers plan lessons by integrating language arts with mathematics, art, and other areas:

- Mathematics:
  - Skip counting.
  - Categorizing of animals.
  - Graphing.
- Draw rainbows:
  - Discuss what the rainbow meant.
  - Why a dove was the messenger.
  - What symbol does the dove represent now?
- Skill areas:
  - Continue to work on class book with illustrations.
  - Bulletin board: a mural of the ark, a rainbow, animals, the destroyed city, or the flood, etc.
  - Skills lessons where needed: - spelling, punctuation, capatilization, inflectional endings, quotation marks, and first person writing.
  - Read animal stories from reading series.

- Alphabetize animals. Have cross-graded groups prepare an alphabet book.

A is for Ardvark
that slept in the hold.

B is for buffalo
who always looks old.

5. Evaluation

Student evaluation should be based on the objectives and goals of the theme and may include a number of techniques such as teacher observation, reports, anecdotal records and the evaluation of written work. Some suggestions are as follows:

- Teacher observation
    - knowledge of vocabulary
    - attitude to projects
    - discussion techniques
    - class presentation
- Written projects
    - uses complete sentences
    - uses descriptive sentences
    - use of quotation marks
    - use of vocabulary in write-ups
    - spelling
    - completeness of work
    - alphabetizing
    - quality and content of the class book.
- Quizzes
    - cloze procedure on content
- Mathematics
    - skip counting
- Student self-evaluation

FAMILIES OF LONG AGO

GRADE TWO SOCIAL STUDIES UNIT

This theme takes a unit from the social studies curriculum "Families of Long Ago" and uses the topic to integrate social studies with language arts and other subjects.

1. Duration of the theme: - two weeks

2. Tasks

(a) In Social Studies students will be able to:

- Give an example of ways in which life in their families might have been different, if they had lived long ago.

- Use artifacts as a basis for making inference about family life in the past.

- Share and examine attitudes and feelings about living as families did long ago.
  Examine the value of preserving the past, (museums, old farms, family picture albums).

- With the teacher's help, students should be able to plan and/or carry out an action aimed at protecting and increasing appreciation for some aspect of past family life in their community.

- Examine how pioneer families fulfilled the following needs: obtaining food, shelter, entertainment, clothing.

(b) In Language Arts students will be able to:

- (Vocabulary) Acquire vocabulary associated with the pioneers. There is a list of such words on page 20 of the Social Studies guide.

- (Reading) Read about the pioneers from a variety of sources;
  reading series,
  old catalogues,
  library books,
  poetry,
  magazine articles,
  student stories,

charts.

- (Writing) Write stories and poems about families of long ago. Write reports of interviews using quotation marks. Write descriptive sentences and phrases using pronouns, verbs, adjectives and prepositional phrases. Write a recipe using the inflectional endings s, es, and 's, ed, ing.

- (Speaking) Brainstorm, for pioneer words.
  Conduct interviews with senior citizens.
  Give oral reports to the class.

- (Listening) Meet with older people and listen to the description of life in earlier times. View films and film strips to acquire background in pioneer life. Listen to stories read by the teacher and other students, for comparison of the lifestyle then and now.

(c) In other subjects, students should be able to:

- (Mathematics) Calculate mathematical facts mentally. Read story problems using pioneer situations and solve mathematical problems found in the stories.
  - Use slates (small pieces of chalkboard) for lessons.

- (Art) Illustrate own stories. Make a puppet for a drama on some aspect of pioneer life. Make quilt squares of traditional quilting patterns.

- (Music) Listen to music that was popular in pioneer times. Learn to sing some of the songs. Learn a square or round dance.

- (Health) Research and report on how food was preserved in earlier times.

- (Physical Education) Play games that were popular in earlier times.

3. Grouping

- Utilize whole class grouping procedures for concepts, and use flexible grouping practices for discussions and assignments.

4. Materials for the theme

Reading Series:

- Expressways - Elizabeth Thorn and Joan M. Irwin. Expressways Series Toronto, Gage Educational Publishing

Limited.

Handstands, 1978 "Pioneer Village",Pages 101-106
Pingo, 1980 "The Cree", pages 26 - 31
"Pemican By The Pound", by Nancy Millar pages 97 - 103, 1980.
Handshakings, "Louis Hebert, Doctor - Farmer" by Markorie Miller pages 173 - 178
Cartwheels, 1977 "Making Bread and Butter", pages 81 - 89. 1977.

- Starting Points Series — Bernadette Bouchard, Donata Dean, Martha Kambeitz, Carol Roth. Canada, Ginn and Company, 1977.

  Mr. Mugs To The Rescue, "Pioneer Days", pages 66 - 77.
  Sharing Time, Level 4, "Butter Making" pages 74 - 78.

- Harris Clark Series — Toronto, Collier Macmillan of Canada Ltd. 1968.

  Shining Bridges, "Little Jonathan, Big Jonathan", by Miriam Mason pages 27 - 34.

- Additional resources

Manitoba Education Library

Bobie Kalmas, Early Schools, Toronto, Crabtree Publishing Company 1982.
There are several books in this series. Early Artisians and Early Family Life are two. They have good stories, background and some poetry, Readability is about a grade 2 or 3 level.

JoAnn Roenigk, Jean McGauchie, Fern Ohayon, Beaverhill series Travels With Mr. Tremors, Yesterday, Today, Tomorrow page 144 Toronto, McGraw - Hill Ryerson Limited, 1974. This is about a grade 3 level.

R.D. Symons, Grandfather Symon's Homestead Book. Saskatoon, Western producer Prairie Books, 1981.
This is about a grade 3 level. There are some questions at the end of each section.

William Kurelek, Kurelek's Vision of Canada. Edmonton, Hurtig Publishers, 1983.

William Kurelek, A Prairie Child's Year. Montreal, Tundra Books Pictures.

E. Hall, Early Canada. Ottawa, Queen's Printer 1967.
There are many interesting pictures in this book.

Graham L. Brown, Pioneer Settlement in Canada. Canadiana Scrapbook, Scarborough, Prentice - Hall Canada Inc. 1981.
This series has a student book and a teachers guide.

Stewart K. Decks, Les Canadians: The French in Canada. Canadian Scrapbook Series. Scarborough, Prentice-Hall of Canada Ltd., 1980.
Pictures - teacher resource.

Douglas H. Fairbourne, Grahmam L. Borwn, A Nation Beckons, Canada 1896 - 1914, Canadiana Scrapbook Series, Scarborough, Prentice-Hall Ltd. 1978
Joy, Carrol, Pioneer Days 1840-1860. Toronto, N.S.L. Natural Science of Canada Limited, 1979.

Edwin C. Guillet, Pioneer Arts and Crafts. Toronto, The Ontario Publishing Co. Ltd., 1940.
Teacher resource. Some grade three's could read the material.

Edwin C. Guillet, Pioneer Social Life. Toronto, The Ontario Publishing Co. Ltd., 1933.

- Physical Education

The books listed are available from the Physical Education curriculum consultants of Manitoba Education.

H.M. Devenney, Games for Social Occasions. Department of Physical Fitness and Recreation.

Allan Millberg, Street Games - Throwing, Growing, Eeny, Meeny, Miney, Moing. New YorK, McGraw - Hill Book Co., 1976.

Games For Social Occasions, Recreation Branch, Department of Tourism, Recreation and Cultural Affairs, 1975.

- Music

Available from the Manitoba Education music curriculum consultants.

Dulcie, Colby, John Harrison, Carol Kerr, Canada Is . . . Music. Toronto, Gordon V. Thompson Ltd. 1980.

Lois Berkenshaw, Music Time. Agincourt, Ontario, G.L.C. Publishers Ltd. 1985

Songs and Stories of Canada. Provincial Educational Media Center, Ministry.

Edith Fowke, Allan Mills, Helmut Blume, Canada's Story In Song. Toronto, W. J. Gage Ltd. 1965.

Edith Fowke, Allan Mills, Singing Our History. Toronto, Doubleday Canada Ltd. 1984.

- Health

Sheila Kerr, Early Prairie Remedies. Calgary, Barker Gifts Ltd. 1981

- Films - * means recommended

From the Department of Education film catalogue
The Home
Great Grandmother
The Drylanders
Education and Recreation*
The Farm*
Pictures
Home Crafts*
Preparing Food*
The Village*
The Way It Was

Ed. E. Owen, Social Studies Discussion Pictures, Families and Communities

- Kits

The Pioneer Community

This kit is listed in Manitoba Education audio-visual catalogue page 56, number K-971.Ø3. It contains sections on family life, foods, crafts, work and trade, schools and recreation, farm life. There are six audio-tape cassettes, six film strips and a teacher's guide.

A Sod House: - This is a model of a sod house with a teacher's guide. Available at the Museum of Man and Nature.

These articles must be ordered well in advance as they are in demand.

5. Suggested Activities:

The following suggested activities are included to help teachers with lesson planning and organization.

- Reading

  - read stories listed in bibliography
  - poetry
  - chart stories
  - student composed stories
  - read research material

- Writing

Write a readiness chart story and use pioneer vocabulary in context.

Write sentences to describe a picture of a certain aspect of pioneer life such as homes, transportation, or food. The pictures can be ones from Manitoba Education library, Kurelek's book, or they may be provided by the teacher or students.

Write chart stories and individual paragraphs pretending to be a pioneer man, woman, or child:
- An adventure or problem a pioneer might have had.
- A riddle or joke on pioneer life.
- A daily journal on a day in the life of a pioneer.
- Describe a trip to town.
- Make a shopping list for a month's supplies.

Write directions for making something from pioneer life - a sod house, a log cabin or, a quilt etc., (sequencing).

Draw cartoons of pioneer life and use speech balloons for the dialogue. (a pioneer meets an Indian or pioneer children at play).

Write a newspaper advertisement or a "Help Wanted" item for a pioneer newspaper.

Write new lyrics for a song.

Write some original poetry. Teachers may provide a form for students to use.

- Research writing

Describe in detail the rules or directions for a pioneer game. This could be a game the teacher has taught or one they found out from

conducting interviews.

Write directions for making a pioneer article, (candles), or an article of clothing.

Write a comparison of life "Then and Now", (one aspect of life): homes, clothing, entertainment or food.
Use the collection of pioneer words to make an alphabet book.

Make a class book. This could be the review. Use one page on each area discussed. The book could be a collection of student writing on one of the specified areas: food, shelter, clothing or entertainment.

Write a recipe or menu.

Write a letter to a senior citizen asking them to come and visit the class.

Write a letter to a senior citizen asking where they originally came from and what it was like during that person's youth. The answers to the first question could be marked on a map and comparisons could be made on the distances travelled.

Write to an adult to obtain family recipes. These could be put into a class recipe book and presented to a local museum.

Write thank-you letters to any people who participated in the theme.

- Speaking

Read assigned stories.

Give reports to the class: research reports, interview reports, or creative stories.

Chant poetry.

- Listening

Listen to stories, poems read by the teacher and to stories read aloud by students.

Listen to presentations by seniors citizens.

Listen to films and film strip presentations.

- Integration

Write (whole group) chart stories.

Illustrate written work .
Do "word search" for pioneer words. Peruse books to find pioneer words.

Write with a feather quill pen.

Conduct an interview. The whole class could visit a senior citizens' complex for presentations and interviews. The interview format should be established before the trip. Determine questions to be answered. If there are enough seniors, have a one-on-one interview. If there are not enough, pair children with one adult. Each group could specialize in one area of pioneer life. Some questions to ask are:
- What games did they play?
- What food did they eat?
- What food do we have now that they didn't have?
- What jobs did they do as a child?
- What did their families do for entertainment?

When back in the classroom, write up the results either individually or as a chart story.

Have one or more senior citizens visit the classroom to obtain the same information. This information could be used for a class book on pioneers.

Have a box social. All the girls bring box lunches. The lunches are auctioned off. The boys bid on the lunches. There must be enough lunch in each box for two people. The highest bidder eats lunch with the girl who brought the box to class. Alternate the roles each time this practice is used.

- Mathematics

  - Read, write and discuss old recipes.

  - Observe and record the time, using the sun.

  - Compute mathematical stories using pioneer words. For example: Mrs. Pioneer needs 4 jars of cream to fill her butter churn. Her cow gives her 1/2 jar of cream per day. How many days will it be before she can churn? Convert measurement to metric!

  - Do mathematical facts on a slate.

- Chant mathematical facts.

- Have a visitor or the teacher make bread and butter. Discuss the amounts of the ingredients. How much would you need if you doubled the recipe? How should one store the products? (There is no plastic and no refrigeration).

- Ask students to complete a comparison of current and pioneer prices of basic articles. Students may obtain information by interview.

- **Art**

Make puppets and perform a puppet show on some aspect of pioneer life.

Make a quilt patch using wallpaper samples. Use this patch for the cover of the pioneer book.

Have someone visit the class to demonstrate and/or discuss quilt making. Have the students make a quilt square each, either on paper or on cotton squares using liquid embroidery or felt markers.

Make corncob dolls.

Whittling may interest some students who may like to shape an object out of wood or soap.

- **Music**

Sing songs appropriate to pioneer times.

Learn a square or round dance.

Make up new lyrics to old songs.

Have someone visit who can play a jews harp or mouth organ.

- **Health**

Compare pioneer methods of food preparation and storage.

Discuss and compare whether pioneers had foods from the five basic food groups. List pioneer foods in each category.

- Physical Education

  Learn the outdoor and indoor games pioneer children played; such as checkers, marbles, jacks, tag games etc.

6. Evaluation

It is important to note student growth and to determine strengths and weaknesses. Daily evaluation and diagnosis are required. There should be immediate feedback to the students. A cummulative assessment of the unit should also be made.

(a) Teacher observation should be made during the following:

- discussion time
- group work
- individual student conferences

(b) Anecdotal records may be kept on each student. Short notes can be made in the teacher's day book and transferred to the record sheet later. Teachers should try to observe four or five students per week.

Student Name	assignments completed - innovative projects - enthusiasm - use of pioneer vocabulary -

(c) Evaluate written work and projects according to objectives.

(d) Teacher made mini-quizzes:

- cloze technique,
- oral and written questions.

(e) Student self-evaluation.

Baking Bannock
by Orin Cochrane

I remember my mother at the kitchen table
Mixing bannock as only she was able.
Three cups of flour and some baking powder.
My stomach starts growling, louder and LOUDER.

REFRAIN:

Mmm, Mmm, it tastes so good
Bannock baked like my mother could
Into my mouth and down to my tummy
Mmm, Mmm, it tastes so yummy.

(Refrain to be repeated after each verse.)

Two tablespoons of lard, a dash of salt
My mother's making bannock with never a fault
Pour in some milk, it sure looks swell
Knead it, knead it, knead it well.

Pop it in the oven and wait for a while
Then out comes the bannock and we eat in style
Oh, my, it sure is fine.
You have yours and I'll have mine.

My brother, Billy, is a bannock boy,
Eating bannock is his greatest joy.
My mother says "Billy, eat your bannock with jam
And you'll grow up to be a man."

My sister, Molly, makes bannock disappear
She's eaten only bannock for half a year.
Give up my bannock, I'd rather be dead.
You eat the carrots, I'll eat bannock instead.

My uncle David is strong as a horse.
He got that way by eating bannock o'course
Bannock for breakfast and bannock for lunch
And for supper more bannock to munch.

My Aunt Mary is a bannock champ.
She bakes bannock in a lumber camp.
But the men all quit, they just wouldn't stay
When the boss tried to take their bannock away.

And once in a while add sugar and a raisin
Mom would bake bannock for a special occasion
And my mother she was always fair,

Everyone would have a share.

Sixteen kids could be in the house
They'd all have a share, and a crumb for the mouse.
My mother would smile and then she'd say,
"Eat your bannock and go out and play."

Now I make bannock as only I'm able,
Kneading the dough at the kitchen table,
And my children watch and hear me say,
"Eat your bannock and go out and play."

Sample Questionnaire for Grandparents

What were the prices of the items below when you went to school?

Bread
Butter
Cheese
Milk
Bacon
Eggs
A car

What about YOUR school days?

1. What time did you get up to go to school?
2. What did you wear to school?
3. Where did you go to school?
4. How did you get to school?
5. What was your favorite subject? And how many subjects were there?
6. What was your report card like?
7. What did you do at recess?
8. Did you stay for lunch at school and what did you eat?
9. What did you do for field day or picnics?
10. How many students were in your school?
11. How old were you when you started school?
12. What kinds of desks did you have?
13. What kind of paper, books, pens, did you have?
14. Did you have kindergarten?
15. Did you have parties for special occasions; what did you do?

OUR PRICE COMPARISON

	BREAD	BUTTER	CHEESE	MILK	BACON	EGGS	CAR
Grandparents	Loaf	Pound	Pound	Quart	Pound	Dozen	
Made Their Own							
Parents	Loaf	Pound	Pound	Quart	Pound	Dozen	
Make Their Own							
Students	Loaf	50 gr.	450 gr.	Litre	450 gr.	Dozen	
Make Their Own							

Note: This sheet is to be completed as a homework assignment.

Our Log House

On a little green knoll
At the edge of the wood,
My Great-great-grandmother's
First house stood.

The house was of logs,
My grandmother said,
With one big room
And a lean-to shed.

The logs were cut
And the house was raised
By pioneer men
In the olden days.

I like to hear
My grandmother tell,
How they built the fireplace
And dug the well.

They split the shingles;
They filled each chink.
It's a house of which
I like to think.

Forever and ever
I wish I could
Live in a house
At the edge of the wood.

James S. Tipper
Golden Trails
Language Patterns

EXTRA IDEAS

The following are ideas collected while visiting many schools in southern Manitoba. They could be a theme unto themselves, a motivator or an idea to incorporate into a program already in existence.

Spring

The students make umbrellas, and hang them upside down around the classroom. Examples of student poetry and/or writing can be attached to the handles.

A bulletin board may be titled:

Spring Is

Special Days Weather Work Things That Grow Other Things To Do Clothes Animals

Under each heading, list words. These words may be used for reference and spelling when writing about spring.

Students may be given a kite shape. They can decorate it by overlapping different pieces of colored tissue paper. The kites "fly" from the ceiling of the classroom. They could also be used to display student writing.

A huge umbrella may be drawn on the bulletin board and student poetry written on puddles underneath.

Somewhere Over the Rainbow

A large rainbow is draw and colored by the students on the bulletin board. A display of student made books can be arranged under the rainbow. Each child makes a "cloud" book. Each page of the book is a different size, shape and color of cloud made from pieces of cotton wool. The students are asked to write "what kind of a cloud it is "-" what it reminds them of," etc. The teacher prints a poem on chart paper and displays it beside the rainbow. The following poem is taken from a record We All Live Together.

Volume 2, by Steve Millang and Greg Scelsa.

The world is a rainbow
That's filled with many colors.
Yellow, black, white and brown
You see that all around.
The world is a rainbow
With many kinds of people.
It takes all kinds of people
To make the world go round.
Now you be you and I'll be me
That's the way we were meant to be.

But the world is a mixing cup
Just look what happens when you stir it up.

The world is a rainbow
With many kinds of people
And when we work together
It's such a sight to see.
The world if beautiful
When we live in harmony.

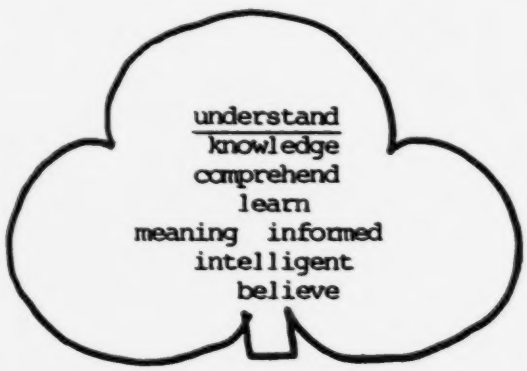
A Shoe

Make a large outline of the shoe similar to the one found with the nursery rhyme, "There was an Old Lady Who Lived In A Shoe". The class may use it to make a big book. The students color and paste pictures of the mother and

many children, on and around the outside of the shoe. The second page of the book, may contain outlines of the different rooms in a home. The children draw and cut out pictures of appropriate furniture to go in each room. This could be expanded to include write ups of the different rooms or activities that happen in these rooms. It could also be used for word lists of the furniture.

Word Lists

Use holiday outlines and print words on them. In March the teacher may use huge shamrocks; at Easter, Easter eggs. On each shape list adverbs or synonyms etc..



Lists include synonyms for each of the following: Responsible, Ugly, Pretty, Afraid, Selfish, Walk, Fat, Burns, Go.

Students may add words to the list as they encounter them in their reading, writing and dictionary work.

One good idea is to set up an artificial Christmas tree. Put vocabulary and

spelling words on seasonal shapes and hang them on the tree. The outline of the shapes are changed with the season and the holiday. For instance, in fall use leaf outlines, in winter snowflakes, in February, heart shapes and in March, shamrocks.

Book Shelves

Where there is a shortage of book shelves and space, a teacher may make a folding book rack. It opens up and has four panels. Books may be displayed on both sides. It may also be put on wheels so it can be moved out of the way or used as a screen when privacy is needed.

Task Analysis

Have each child or group of children make a "How To" wall chart (big and bright). The students pick a subject: "How to Make a Sandwich"; "How to Get Dressed"; "How to Climb a Tree". The students write the steps, the more specific the better, and then illustrate them. It is a good exercise for group work.

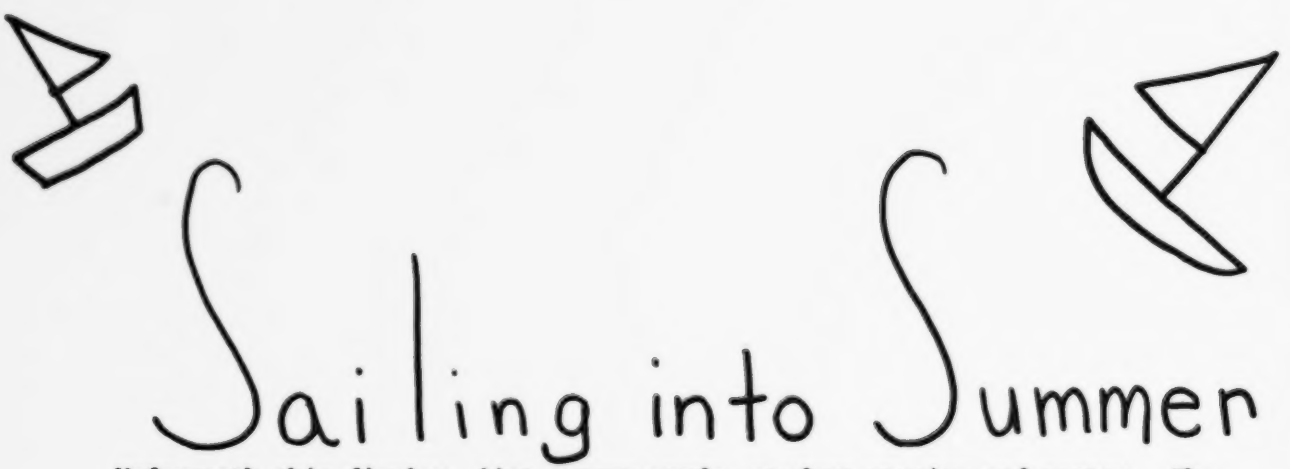
A Visual Record

In a kindergarten class, give each child a flower pot with his name on it. Place a large flower in the pot. The petals of the flower should have all the kindergarden tasks on them and as the child accomplishes the task, he

picks out the petal and takes it home. Some of the petals read: - days of the week; tie shoes; A, B, C's; months; count to 10; count by 2's; count by 10's. This provides an on-going report card, and a visual reminder for the teacher and the aide, of tasks that need to be accomplished and/or finished.

Calendar

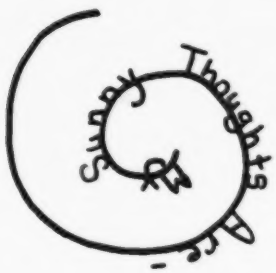
For a calendar, put up large teeth with the name of the months on them. Each month, check to see who has lost a tooth. The child who has lost a tooth gets his/her name written on the calendar tooth.

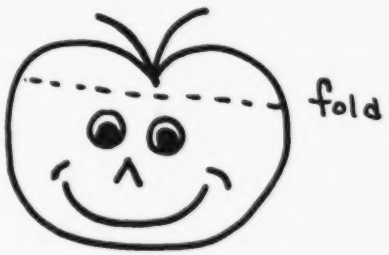


Underneath this display, list summer words, student stories and poetry. The class brainstorm the changes that occur in summer and which changes they like or dislike. A chart story may be prepared for display.

Happy Thoughts Bulletin Board

For a visual, the teacher writes a huge happy thought message on a circular pattern. The students are given big happy face outlines. The top is folded down and the children write their happy messages about someone on it. This written work is displayed around the circular pattern.





Families Now

As homework in the grade two Social Studies unit, "Families Now", the students are asked to take poster paper home and with their families make a poster about their parents job(s). The walls of the room are covered with posters of the post office, a farm, nurses, stores, etc.

Conservation

A poster project that may be carried out over a period of time, is one on conservation. One chart is labelled "Do's" the other "Don'ts". The

students draw pictures, cut out pictures from magazines, and write stories and poetry on what to do or not do to protect our environment. All student work is displayed on the posters. The teacher collects wild life magazines and books for the students to use as resources.

Displays

A good March display is a huge leprechaun sitting on a big black hat. Several shamrocks may be taped randomly around the figure. Each shamrock may have the message: "smile", "read", "think", "listen".

Another display is one labeled Magic Keys. Make several key shapes and attach them to a key ring. Each key should have a message on it: Pardon Me; I'm Sorry; Excuse Me; Thank you; Please; You're Welcome; Good Work; Smile; Be a Friend.

For enrichment work, display large kangaroos (a kangaroo for each grade). The pocket of the kangaroo has the grade number on it. In the pocket place seatwork and activity suggestions for students to do when they finish their regular work. It is called Pick A Pocket.

One teacher was constantly asked to send homework with her grade one and two students. The following idea was an answer to these requests. It also encourages supplementary student reading.

Each child has a small wall chart made from a sheet of 9 x 11 colored paper. A half sheet of foolscap is stapled to the chart.

The children select a book and take the book home with a report form for their parents to complete.

_____ read this book to me on _____(date)_____

It was read

satisfactorily/needs to be read again.
(parents circle appropriate response)

_____

(signed)

The child must read the book to his parents. The parents complete the form.

When the book is returned to school, the child prints the title and author on the foolscap. This could be his printing exercise for the day.

When the foolscap is full, the teacher puts a sticker on the edge of his chart and the child can take his completed page home. Each sticker then represents a completed page. The teacher then staples a new sheet on the

chart.

At the first of the year, before the students are reading, the teacher encourages the children to take home picture books or books with limited print. It might take some time to build up a library that would allow the teacher to use this system. One method of overcoming this would be to have the students make their own books which they could loan to one another. Color and number books could be made very early in the year and then used for this project.

Appendix 1

One Dozen Research Findings About Learning

Sylvia Gold, Director of Professional Development, Canadian Teachers' Federation, quoted in June, 1979 P. D. Digest, from: Special Education in Canada - Vol, 53, No. 2, Winter 1979. Published by the Candian Committee of the Council for Exceptional Children.

The article includes one dozen research findings, listed by Marsha Forest as follows:

1. Students who are in "alternative", i.e., "non-traditional" type learning experiences do as well, or better on test scores as students in "traditional" programs. Students in "non-traditional" programs also feel better about themselves and have a better attitude toward school and learning.

2. Students who do not go through the usual long thorough, carefully graded and sequenced reading, math and writing instruction, do as well as those students who go through the regular texts and workbooks.

3. Teaching what one has learned to others appears to be a very effective learning reinforcement.

4. Some modern principles of learning:

   a) Students should be actively involved in their own learning.
   b) Students can learn from a variety of people.
   c) Success leads to future success.

5. It is more effective to make a student a good learner than an excellent reader. If he/she is a good learner he/she will be an excellent reader.

6. There are many ways to learn. A teacher needs to find the channel best suited to each student. Use all five senses.

7. The reading instruction industry is the single largest sub-industry in U.S. education. Fortunes are being made by people who produce massive amounts of reading curriculum material. Yet, Paolo Freire helped Brazilian peasants to read in 30 hours or less with simple low-cost materials.

8. The act of learning to read can be accomplished with a few hours of actual teaching if the student is motivated to learn. Motivation is the key.

9. Two factors that make a difference in achievement are:

   a) The learner's self-control over her or his own fate, destiny, or sense of self worth.
   b) The learner's socio-economic background.

10. Teachers must help students experience success. All learners have vast reservoirs of untapped potential that need cultivating. The non-reader is excellent at failing and needs practice in succeeding.

11. Intelligence is not fixed. Recent studies indicate that big jumps in so-called I.Q. scores can change from 26-45 points when students are given certain programs that teach them how to take tests.

12. The expectations of the teacher plays a critical role in how the learner performs and behaves.

Learning does not take place in measured orderly steps but in variant waves nor does it happen in a neat, straightforward or orderly fashion. There are spurts and leaps. The major progression however, is forward.

Appendix 2

ANALYSIS OF SUNDBYE'S 25 ELEMENTS

SKILL AREA	GRAHAM	LISA	PAULA	JOYCE	DEAN
1. Uses complete sentences	3	3	2	3	1
2. Uses capitals	3	3	3	3	3
3. Uses periods and question marks	3	3	3	3	1
4. Enumerates ideas	3	3	3	3	3
5. Maintains time sequence	3	3	NA	3	3
6. Uses modifiers for nouns or verbs	3	3	3	3	3
7. Titles story	3	3	3	3	3
8. Inserts questions to vary sentences	NE	NE	NE	2	NE
9. Uses coordinators to combine sentence elements	3	1	3	1	2
10. Manipulates sounds and rhythms of words	1	3	3	1	3
11. Uses third person	NA	NA	NA	NA	3
12. Uses imaginative ideas	3	3	3	3	1
13. Includes emotions and personal reactions	NA	NE	2	2	1
14. Uses a concluding sentence	3	3	3	1	1
15. Uses direct discourse	NE	NE	NE	NE	NE
16. Uses original figures of speech	1	3	2	1	1
17. Uses repetition for effect	NA	3	2	1	1
18. Uses subordinate clauses and phrases	1	2	3	1	1
19. Inverts sentences	1	2	3	1	1
20. Places modifiers appropriately	3	2	3	2	2
21. Expresses humour	3	2	2	1	1
22. Expresses theme or symbolism	NA	NA	1	1	1
23. Uses punctuation to separate ideas	NE	3	3	2	1
24. Adds descriptive passage	NA	3	2	1	1
25. Expresses time sequences subtly	NA	3	2	NA	2

1: ignorant of concept or very weak; 2: acceptable but improvement is desirable; 3: competent; NA: "not applicable" - format of composition did not allow for this element; NE: not sufficient evidence for an evaluation.

From Braun, C. and Froese, V. An Experience-Based Approach to Language and Reading. Calgary: Braun and Braun Educational Enterprises, 1977. Reprinted by permission.

Note: The first twelve elements are expected from students in the primary grades. The remainder can be expected from students in the middle years.

Appendix 3

Footnotes

1. William H. Parrett. "Small Schools: Let's take advantage of our size." Small Schools Forum, Oct. 1, 1977, p. 12.

2. Chris Nash. The Learning Environment. Collier MacMillan, 1979, p. 39.

3. Susan G. Gibbs. "A Comparison of the Effects of Cross-Age and Same-Age Tutoring on the Achievement of Elementary School Students." Nov. 1982. Reading Specialist Certificate Thesis (Potsdam College and Science p. 33).

4. Robert Canady. "Psycholinguistics in a Real Life Classroom." The Reading Teacher, Nov. 1980, pp. 157-59.

5. Lucy McCormick Calkins. The Art of Teaching Writing. Portsmouth: Heinemann Educational Books Inc. 1986, p. 9.

6. Edna Jonson, E. R. Sickels and F.C. Sayers, Anthology of Children's Literature, 4th Ed., Boston: Houghton Mifflin, 1970.

Appendix 4

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